

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

**ESSPIN Communication Impact Study**

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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

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN technical and key assignment reports are accessible from the ESSPIN website <http://www.esspin.org/resources/reports>; while other short consultants' input reports are available on the ESSPIN intranet <http://www.intranet.esspin.org/index.php/resources>

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

BSBN	Better School, Better Nigeria
C&KM	Communications and Knowledge Management
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organization
DCI	Defence for Children International
EMIS	Education Management Information System
ENG	English
ESSPIN	Education Sector Support Programme in Nigeria
FBO	Faith-Based Organisation
FGD	Focus Group Discussion
IDI	Individual Depth Interview
IDP	International Development Partners
LGA	Local Government Area
LPWD	Less Privileged and Women Development
MDA	Ministry, Departments and Agencies
NGO	Non-Government Organization
NTA	Nigerian Television Authority
SBMC	School Based Management Committee
SLP	State Level Programme
SME	State Ministry of Education
SSIT	State School Improvement Team
SUBEB	State Universal Basic Education Board
TDNA	Teachers Development Needs Assessment
TV	Television

## Abstract

1. This is an assessment of the impact of ESSPIN communication materials on the general public and her stakeholders in six focal states in Nigeria. Findings show that the materials were impactful and have engendered desired positive change in attitude and behaviour towards provision of basic education among the target audience.

## Executive Summary

2. ESSPIN has developed and produced several communication products viz. Newsletter (Express), posters and handbills, and other printed materials, film documentaries, radio drama, community theatre and website targeted at different audiences. While some are targeted at her stakeholders for sharing of information and knowledge on the programmes implementation, others are targeted at the general public to inform, sensitize and mobilize them for improvement in the provision of basic education in Nigeria.
3. Infosearch Services Limited was commissioned to conduct a study to assess the impact of these communication materials. The study which involved both quantitative and qualitative techniques for data collection was conducted in ESSPIN's 6 focal states.
4. The quantitative survey involved one-on-one interviews with respondents selected through the random route walk method in the six states. A total sample of 1, 198 was achieved as against the planned 1, 020. Regarding the qualitative study, 2 Focus Group Discussions (FGDs) (1 male, 1 female) were conducted among parents/care givers who were aware of ESSPIN's communication materials targeted at the public, namely the community theatre "Hannu Diyawa" (for Kano and Jigawa states only), the national radio drama "Gbagan Gbagan", handbills, posters, TV Spots and "Better School, Better Nigeria" documentary films shown nationally. The qualitative aspect of the study was complemented with individual depth interviews with ESSPIN's stakeholders drawn from State Ministries of Education, State Universal Education Board and Civil Society Organizations. These stakeholders were asked to assess communication products they receive regularly from ESSPIN. Four stakeholders were interviewed in each of the six states yielding a total of 24.
5. Awareness about ESSPIN communication materials was generally impressive. The handbills recorded the highest level of awareness of 49%, closely followed by "Gbagan Gbagan" with 48%. Awareness levels recorded by other materials were: handbills 34.6%, Better Schools, Better Nigeria 20.3%, TV Spots 17.6%. Hannu Diyawa, a community drama, has only been shown in Kano and Jigawa states. The levels of awareness about Hannu Diyawa in the two states were 47.5% and 34.2% respectively.
6. The main message received from Hannu Diyawa was "Greater community involvement in their schools" and "sending all of our children to school". The main attraction to Hannu Diyawa was that it shows the importance of basic education and it "encourages parents to

put their children in school.” Some respondents who expressed their likes about its presentation said: “It is easy to understand”, “It is funny & straight to the point” and “It is educative.”

7. Gbagan Gbagan came second in terms of total awareness with 48%. However, among the 6 states, it was most common in Kano with 71% level of awareness followed by Enugu with 58%. The main message received from Gbagan Gbagan was “Sending all of our children to school” followed by “Greater community involvement in their school”. Most respondents (95%) would like to listen to the drama in the future mainly because of its quality of presentation.
8. The handbills emerged as the most familiar among all the communication products with 49% total awareness. Awareness about them was highest Jigawa state followed by Kaduna state. The main message taken from the SBMC handbill was “Greater community involvement in their school” while that of SSIT was “improved quality of teaching by better trained teachers”.
9. The posters were known by about a third of all the 1, 198 respondents (34.6%). Like the handbills, the posters also recorded the highest level awareness in Jigawa State (76%) followed by Kaduna state. For those who were aware about the posters, the main message they got from it were the same as the handbills.
10. Although the printed materials were produced in local languages the study revealed that a number of people may not have seen or read these versions of the materials hence they were asking for their rendition in their local languages.
11. Better School, Better Nigeria was recognized by just a fifth of all the respondents surveyed across the six states but most popular in Lagos. The most frequently message from the material was “Sending all of our children to school” followed by “Better government management of state’s schools system.” Most of those who were aware about the product would like to watch it in the future. The most common view was that it “Shows the need for improvement in quality of education”.
12. In order to access the impact of ESSPIN’s printed communication products specifically targeted at her stakeholders, they were asked to rate these products 1 – 5 (where 5 is the highest rating) on certain attributes used to describe such publications. All publications scored over 4.5.

### Impact of ESSPIN’s Communication Materials

13. The vast majority (93%) of the respondents believed that they have been adequately informed about their rights on basic education and responsibilities towards it. They were further asked to disclose actions that they have taken as a result of knowledge received. Fifty seven percent (57%) reported that they have encouraged others to send their children or

wards to school. This action was more pronounced in Kwara (72.3%) and Lagos (64.2%). Forty two (42%) disclosed that they have sent their out-of-school children to school. This action was also more common in Lagos (48%) and Kwara (47%). Other actions taken were: “speak to others about basic education” (33%), “visit child’s (ren) school” (29%), “support our schools with materials” (25%), “speak to local leaders about basic education” (21%) and “attend SBMC meetings” (18%).

14. Findings from the qualitative study revealed two categories of actions respondents claimed to have taken as a result of their knowledge about basic education. Firstly are actions parents/guardians have taken to send their children to school, get involved in monitoring their children’s education and encouraging others to do so. Secondly are actions related to monitoring of developments in their schools and being involved in their management. The stakeholders reported an increase in their knowledge and skill as a result of the communication materials they receive regularly from ESSPIN.

### Audience Behaviour

15. This study has confirmed findings from other studies on media usage. Radio emerged as the most patronized mass medium followed by television and newspapers. We found a common pattern in radio listenership across the six states. Listening to the radio is usually popular in the early hours of the morning, in the evening between 6.00 and 7.00pm and peaks between 9.00 and 10.00pm. These periods coincide with time for news casting. For television, most viewing began in the evening around 6.00pm and peaks between 9.00 and 10.00pm coinciding with Nigeria Television Authority’s Network News. To corroborate this finding, when asked to mention programme listened to or watched regularly, news programmes received the highest mention for both radio and TV.

### Conclusion

16. This study shows that ESSPIN’s communication materials have been impactful and thus engendered the desired attitude and behaviour towards basic education. The TV communication materials have not been as widely received as radio and the print materials. ESSPIN should consider the use of community theatre as an alternative medium in Enugu, Kaduna, Kwara and Lagos states. This suggestion is informed by the respondents’ positive assessment of Hannu Diyawa in Kano and Jigawa state. This study has revealed that for communication materials to be more impactful, ESSPIN needs to seriously consider wider distribution of print materials and remain sensitive to the cultural relevance of all future communication materials.

## Introduction

17. The Education Sector Support Programme in Nigeria (ESSPIN) is a six-year (2008-2014) program funded by the Department For International Development (DFID) set up to improve the planning, financing and delivery of basic education so as to improve its access, equity and quality. ESSPIN works in partnership with the Federal and some state governments in Nigeria to improve the quality of basic education in the country. The programme is currently being implemented in 6 states, namely: Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos.
18. As part of her effort to create awareness about the programme and its activities as well as issues bordering on the strategic importance of education in development, ESSPIN has developed and produced several communication products viz. Newsletter (Express), posters and handbills and other printed materials, film documentaries, radio drama, community theatre and website targeted at different audiences (see Table 1). While this initiative is commendable, there is the need to determine the effectiveness of these products in getting key education reform messages across and so supporting the delivery of programme outputs.

**Table 1: ESSPIN Communication Products Surveyed**

Title	Medium	Audience
ESSPIN Info Leaflet	Print	Targeted Prog Stakeholder
ESSPIN Express	Print	Targeted Prog Stakeholder
ESSPIN Experiences	Print	Targeted Prog Stakeholder
Handbills / Flyers	Print	Targeted Communities
Posters	Print	Targeted Communities
Hannu Diyawa	Theatre (in the community)	Targeted Communities
Gbagan Gbagan	Radio (weekly drama)	Mass - national
Better Schools Better Nigeria	TV (periodic documentary)	Mass - national
Better Schools Better Nigeria	TV (short spots pre-election)	Mass - national

19. In the light of the above, Infosearch Services Limited (ISL) was commissioned by the programme to conduct a study on the impact of ESSPIN's communication materials in the six focal states of its intervention. The study was also intended to provide basic information on audience behaviour to guide future communications.

### Purpose of the Consultancy

20. The goal of the survey is to assess ESSPIN communication materials with view to determining their impact on the target audience. In specific terms, the survey will seek to do the following:
- understand audience behaviour in accessing information relating to basic education, i.e. viewing, listening, reading habits and other relevant social behaviour
  - accurately estimate audience reach demographically and numerically so we know who is receiving ESSPIN messages by different media (disaggregated data)
  - assess understanding of the messaging
  - gauge audience response / reaction to ESSPIN communications and provide evidence of impact
  - determine other factors and issues that can enhance the effectiveness and efficiency of ESSPIN's communication strategy

### Methodology and Main Activities

21. In order to address the above research objectives, quantitative and qualitative data collection techniques were adopted for this study. While the quantitative technique was used to obtain numerical and definitive information that will guide management decision making, the qualitative techniques of individual depth interview (IDI) and focus group discussion (FGD) were used to gain audience understanding of messages and its impact on them and their attitudes towards them.

### Quantitative Data Collection

22. For the quantitative aspect of the study One-on-one interviews were conducted with selected respondents from the general population (including parents/care givers) using a questionnaire. To be qualified for the survey each contact was administered with a recruiting questionnaire determine if the individual has ever seen or read any of ESSPIN's communication materials. Those who have seen or read at least one of the materials were recruited for interviews. In all a total of 1,198 individuals were interviewed across the six states studied.

### Respondents Selection Procedure for General Population

23. The sample selection procedure for this study was simple random and purposive sampling. It was random to ensure that all eligible respondents have equal chance of being part of the sample. In this case, the number of contacts was noted along with the sample of those eligible for interview. In other words, not all contacts will be interviewed since all may not have heard or seen some of ESSPIN's communication products. It was also purposive because we were looking for certain categories of individuals who met the requirements for participation in the study using a recruiting questionnaire.

24. Selected study locations were divided into sectors, from which a specific number of respondents were selected depending on sample allocation for the area. In adopting the random route walk method, the first dwelling structure was determined through the day's code. Specially designed grids (Kish Grid and Household Selection Grid) were used in selecting households and the target respondents. After this, sampling gaps were observed in selecting subsequent dwelling structures.
25. While a sampling gap of 1 in 2 or 3 was observed in low density areas, 1 in 4 or 5 was observed in high density areas. However, where the streets in an area are not properly demarcated, the interviewer selected dwelling structures at random. Table 2 shows the spread of achievement across the 6 states surveyed.

**Table 2: Sample Planned and Achieved during Fieldwork**

S/N	State	Planned Sample	Achieved Sample
1	Enugu	170	202
2	Jigawa	170	202
3	Kaduna	170	198
4	Kano	170	202
5	Kwara	170	195
6	Lagos	170	199
	Total	1, 020	1, 198

## Qualitative Data Collection

### *Individual Depth Interviews (IDI)*

26. IDIs were conducted with three categories of stakeholders who receive ESSPIN's communication materials regularly. The stakeholders were: NGOs partnering with ESSPIN and policy makers at the local and state government levels – divided between the State Ministry of Education (SME) and State Universal Basis Education Board (SUBEB). Table 3 shows a breakdown of IDIs conducted across the 6 states. A list of all stakeholders interviewed is provided in Appendix VI of this report.

**Table 3: Breakdown of IDIs Conducted**

State	NGOs	SME	SUBEB	Total
Enugu	2	1	1	4
Jigawa	-	2	2	4
Kaduna	2	1	1	4
Kano	2	1	1	4
Kwara	2	1	1	4
Lagos	2	1	1	4
Total	10	7	7	24

**Focus Group Discussion**

27. The FGD technique was used for data gathering among community members. Those who claimed to have seen, heard, read or watched at least two of ESSPIN’s communication materials were recruited through the use of a recruiting questionnaire and invited to participate in group discussions. Table 4 shows the breakdown of the number of FGDs conducted in each of the six states.

**Table 4: Breakdown of FGDs**

State	Parents/care givers/other community members groups		Total
	M	F	
Enugu	1	1	2
Jigawa	1	1	2
Kaduna	1	1	2
Kano	1	1	2
Kwara	1	1	2
Lagos	1	1	2
Total	6	6	12

**Preparations for Fieldwork**

28. To ensure quality field data collection, two levels of training were conducted. The first, a central training, was conducted in Abuja for all supervisors responsible for supervision of data collection in each of the six states for the study. The training, which was held between May 30 and June 1, 2011 featured the following:

- Introduction to ESSPIN programme in Nigeria
- Nature of the communication impact study
- Review of instruments for data collection
- Review of procedures for respondents’ selection
- Planning and logistics

29. In order to enhance participants’ understanding of the study with a view to eliciting desired data/information from respondents, all ESSPIN communication products, print and electronic were shown to the participants. The second level of training was a step-down replica of the first, for recruited field data collectors, and was conducted in each of the six states shortly before the commencement of fieldwork.

## Study Areas

30. Due to limitation of sample size, this study was limited to local government areas (LGAs) where ESSPIN supported schools are situated. As a result, no areas were used as control areas. Table 5 shows the locations of the study and the specific areas in which data was collected.

**Table 5: Study Areas/LGAs**

State	Study Areas/LGA
Enugu	Awhum, Ukana, Abia Udi, Umulumgbe, Nsude, Abor, Ngwo, Uno, Udi Town
Jigawa	Gida Dubu YA, YB, YC, Rafin Sanyi / Yalwawa Fagoji, Garu, and Mobile Base Takur, Limawa and Kachi
Kaduna	Kaduna North & Kajuru
Kano	Fagge, Kumbotso and Albasu
Kwara	Ilorin East, Ilemona, Erin-ile, Offa, Ijagbo, Igosun and Okeoyi
Lagos	Ikorodu, Agege, Oshodi/Isolo, Shomolu & Alimosho

## Constraints

31. The pace of study was generally slow at the beginning due to non-availability of print materials like handbills and posters. As a result, it was generally difficult recruiting respondents for interviews since copies were needed to aid respondents' recognition of the materials
32. Due to security situation in the North arising from the post election violence, some areas in Kaduna State could not be visited. As a result, field work was restricted to two out of the 7 LGAs where ESSPIN has presence in the state.
33. Difficulties were also encountered in securing appointments with selected stakeholders for in-depth interviews. Despite the fact that signed letters from ESSPIN were presented, quite a number of the respondents declined to grant interviews until after several repeated calls at their offices and cited problems of protocol for publicly discussing official business.

## Characteristics of the Survey Population

34. A total of 1, 198 respondents were interviewed for this study. In terms of gender, more males were interviewed (56.5%) than the females (43.5%) but in Lagos the reverse was the case (see Table 6). A large majority of the respondents were married (73.4%) while the others were single, divorced or separated. 78% fell between age 18 and 44 years while the rest were 45 years and above.

**Table 6: Demographic Background of Respondents**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
<b>Sex</b>							
Male	56.5	58.4	59.9	68.2	53.0	63.1	36.7
Female	43.5	41.6	40.1	31.8	47.0	39.9	63.3
<b>Marital Status</b>							
Married	73.4	84.6	68.3	74.7	60.4	88.2	64.3
Single	24.1	10.4	29.7	21.7	36.6	11.3	34.7
Others	2.5	5	2	3.6	3	.5	1.0
<b>Age</b>							
18 – 44	78.3	68.3	87.1	73.7	92.3	57.4	90.8
45 – 64	18.3	29.7	12.9	22.2	7.7	28.2	8.7
Above 60	3.4	2	-	4.1	-	14.4	5
<b>Literacy Level</b>							
No formal education	6.6	1.5	13.9	5.3	11.7	5.2	2
Primary education	13.2	18.9	6.9	10.2	18.9	15	8.8
Secondary education	38.4	45.3	28.2	19.8	41.3	28	67
NCE/Polytechnic	31.5	16.4	46	51.3	23.0	36.3	17.0
University	10.3	17.9	5.0	13.4	5.1	15.5	5.2
<b>Sector</b>							
Urban	46.2	-	48.5	50	50.5	53.8	75.4
Semi-Urban	33.2	24.8	39.1	35.9	36.6	37.9	24.6
Rural	20.6	75.2	12.4	14.1	12.9	8.3	-

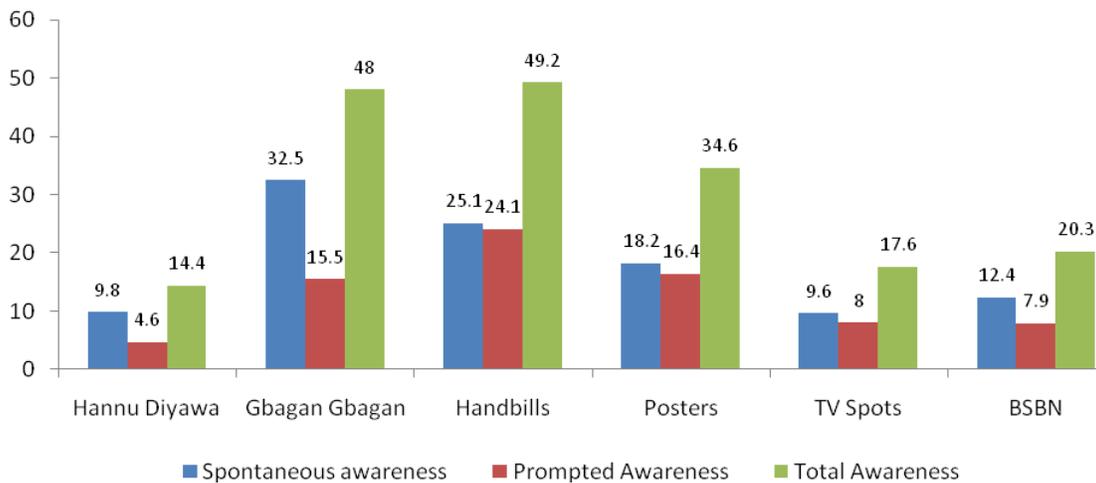
Note: The question from which these results were derived requires a single response. As a result, vertical summation of percents in each column for each category should be less than or equal to 100%.

## Findings

### Section 1: General Awareness about ESSPIN Communication Materials

35. Awareness about a product or service goes a long way to determine its use or patronage. Therefore the survey sought to find out the level of awareness about ESSPIN’s communication materials. First, respondents were asked spontaneously if they had ever heard or seen any messages on film, radio, TV programme, posters or handbills on basic or primary education in their community. Secondly, for those who did not indicate such awareness ESSPIN’s communication materials were described or shown (handbills and posters) to them. Figure 1 shows the level of awareness for each material spontaneously and when they were prompted. The chart also shows the Total Awareness for each material - a sum of the spontaneous and prompted awareness levels.
36. The figure shows impressive levels of awareness about ESSPIN’s communication materials targeted at the general public, namely Hannu Diyawa, Gbagan Gbagan, Handbills, Posters, TV Spots and Better School, Better Nigeria. The handbills recorded the highest level of awareness of about 50%, closely followed by “Gbagan Gbagan” (48%). As could be expected, the community theatre “Hannu Diyawa”, which has only been shown in Kano and Jigawa states, recorded the lowest level of awareness. The drama recorded 47.5% and 34.2% levels of awareness in the two states respectively.

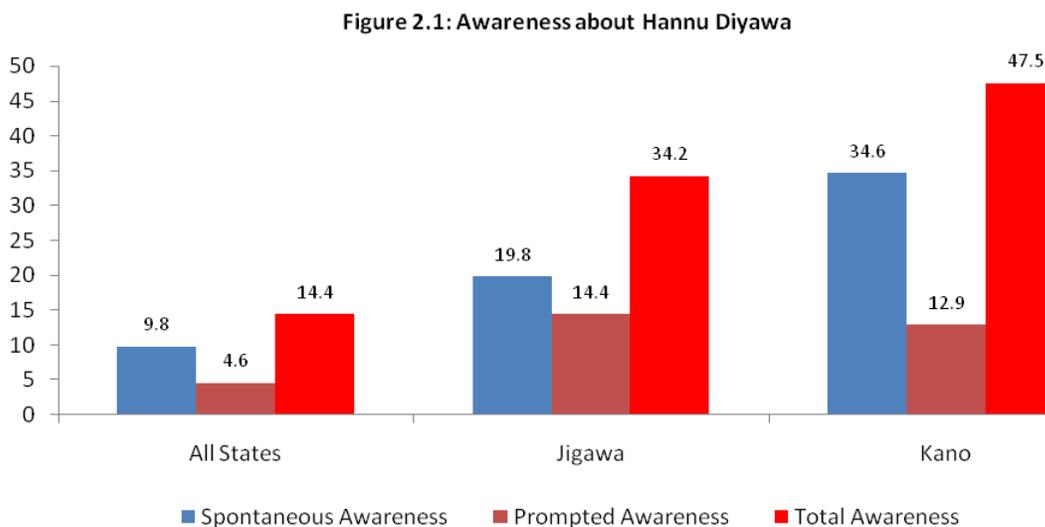
Figure 1: Respondents' Awareness about ESSPIN'S Communication Materials



37. Details about the level of awareness for each material in the six locations of the study are provided in the corresponding section for each material.

## Section 2: Hannu Diyawa

38. Hannu Diyawa is a community theatre production developed to generate support for school improvement and community involvement in the management of basic education. ESSPIN is collaborating with the Social Mobilisation Departments in the SUBEBs to present the drama. The play was performed in communities in Albasu, Fagge and Kumbotso Local Government Areas (LGAs) in Kano State from 15 February to 3 March, 2011. The project is being implemented by Youth, Adolescence, Reflection and Action Centre (YARAC) from Jos with Kano-based actors – some well known in northern Nigeria. It is designed to sensitize people to quality basic education issues such as poor infrastructure, girl-child education and community involvement. It challenges communities to take responsibility for what happens in schools and to work for a better deal for their children.
39. As at the time of the study, Hannu Diyawa has only been shown in Jigawa and Kano states. As Figure 2.1 shows, the level of awareness about Hannu Diyawa was higher in Kano than in Jigawa. This is understandable since the drama was introduced first in Kano and then Jigawa State shortly before the study. In terms of source of awareness, majority of the respondents (about 60%) claimed to have seen/watch the drama in a community or within a school premises.
40. However, it should be noted that quite a number of prospective respondents in Jigawa state were mistaking Hannu Diyawa for a previous political programme on radio titled “Hannu Daya” . This was discovered at the point when respondents were asked to name source of their awareness about Hannu Diyawa. As a result, such interviews had to be rejected and replaced.



41. Table 7 shows the different messages respondents claimed to have taken away from the drama. The need for *greater community involvement* in the provision of basic education (especially in Jigawa) was mentioned more than others. This was followed by enrolment of all children in school which received more mention in Kano state.

**Table 7: Message from Hannu Diyawa**

Responses/Demands created	Total n=172 %	Jigawa N=69 %	Kano N=103 %
Greater community involvement	51.7	62.3	44.7
Sending all of our children to school	48.8	42	53.4
Better learning environment	29.7	30.4	29.1
Improved quality of teaching	29.1	29	29.1
Better leadership	27.3	27.5	27.3
Better funding of schools	25	29	22.3
Support our schools	24.4	30.4	20.4
Better government management	22.7	36.2	13.6

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

42. The quotations below from the qualitative study show the messages FGD participants got from Hannu Diyawa.

*I have been informed as a mother that I have a role to play in the education of our children if really we want them to be educated. I will also tell other that “education is good, take your children to school.”*

Female FGD Respondent, Jigawa

*I saw how the illiterate people show their habit of disallowing their children to school and at the end they saw the importance of education and agreed to send their children to school*

Male stakeholder (MOE), Kano

*In that drama there was a scene of farmers which interest me the most because I am a farmer. Also in the drama education can be applied in farming*

Male FGD Respondent, Jigawa

*We learnt a lot from this drama as in being educated and being illiterate are two parallel lines that can never meet. That whoever is yet send his child to school should try and do so.*

Female FGD Respondent, Kano

43. Of the respondents who claimed awareness about Hannu Diyawa, 94.2% in Jigawa 97% and 92.2% in Kano said they would like to watch more drama in the future. Respondents were further asked to state their likes about the drama. The message about the importance of basic education (32%) emerged as the main attraction to respondents, especially in Kano State. Other likes expressed were: the encouragement to enroll their children in school (29.6%) and the need for parents/community involvement in the provision of basic education (22.7%). The audiences appreciated the quality of the production (22.1%).

**Table 2.2: Respondents' Likes about Hannu Diyawa**

Responses	Total n=172 %	Jigawa N=69 %	Kano N=103 %
Shows the importance of basic education	32	24.6	36.9
Encourage parent to put their children in school	29.6	15.9	38.8
Encourages or shows that parents/community members should be involved in education of their children	22.7	43.5	8.7
Quality of presentation	22.1	7.3	32
Shows the need for improvement in quality of education	8.1	8.7	7.8
Shows the important role of government in education	2.3	5.7	-
Others	6.4	4.3	7.8

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

44. In describing the quality of presentation of the drama mentioned by 22% of the respondents, some of the phrases used were:
- It is easy to understand
  - It is funny & straight to the point
  - I like the presentation of Mai Unguwar to his people on BE
  - The characters on stage acted professionally
  - It is educative
  - The local dialect that the people speak
  - Simple way the drama was done
  - The character of a girl hawking in the drama
  - It was lively with the music
  - They combined the act with comedy
  - It is motivating
  - The ability to communicate effectively
45. The quotations below were likes expressed by respondents from FGDs conducted. They reveal the messages they got from Hannu Diyawa.

*A lot of people have benefited from that drama in that some people don't want to hear anything about western education but after watching that drama they now decided to embrace education and send their children to school.*

Male FGD Respondents, Kano

*For me I would like to watch the drama again because my children enjoyed it so well and they learnt so many lessons on education of children.*

Female FGD Respondent, Kano

*The actors consist of children, middle age youth and parent which form the family. The use of our mother tongue for easy understanding and acceptance. The actors dressed modest, I mean responsibly. It is an encouragement to parents to send their children to school because education is power*

Female FGD Respondents, Kano

46. The messages respondents got from the drama and the likes expressed support the reform agenda and ESSPIN's desired changes in basic education. The quotations below reveal the impact of Hannu Diyawa on its target audience.

*Anywhere there is a gathering be it for a naming ceremony, marriage, we try to re-enlighten ourselves on the importance of education. On the part of our kids they try to encourage other children who don't go to school by telling them about the activities in schools.*

Male FGD Respondent, Kano

*I personally, it was after I watched the community theatre I decided to allow my last born to join his brothers and sisters to school because the earlier the better.*

Male FGD Respondent, Kano

*Before now, the women in North are not allowed to go to school instead they hawk about and in so doing you get exposed to dangers. As a result of the Hannu Diyawa drama so many parents who don't allow their children to go to school are now sending them to school, instead of them wandering about in the community during school hours.*

Female FGD Respondent, Kano

*"It educates us to stop our children from hawking until after school - that is if they still have to hawk at all"*

Male FGD Respondent, Kano

47. The suggestions below made by FGD respondents are an indication of their acceptance of Hannu Diyawa.

*I want the drama to be repeated and not just once because it will encourage more parents to take their children to school.*

*The time for the community theatre is too short. It should be for a longer time. The drama was not meant for parent alone also for children that's why there is need for frequent drama. The community theatre (Hannu Dayawa) is beneficial to us so much that we want more of it to keep encouraging us.*

Male FGD Respondent, Kano

*I want ESSPIN to produce the copy of the drama in a CD form or any other material format to show to the members of SBMC on a job well done through ESSPIN. If you can remember the time the drama SBMC members were not around but few were around with the pupils who were very anxious to watch the drama because some of the actors are people they know in the community. But even the SBMC members and other parent of the pupils are interested in watching the drama again, and many encourage them to send their children to school.*

Male stakeholder (MOE), Kano

*The scenes in the drama should concentrate on education as a link to other professions. For instance a driver needs education, a farmer need education, a housewife needs education to better her family.*

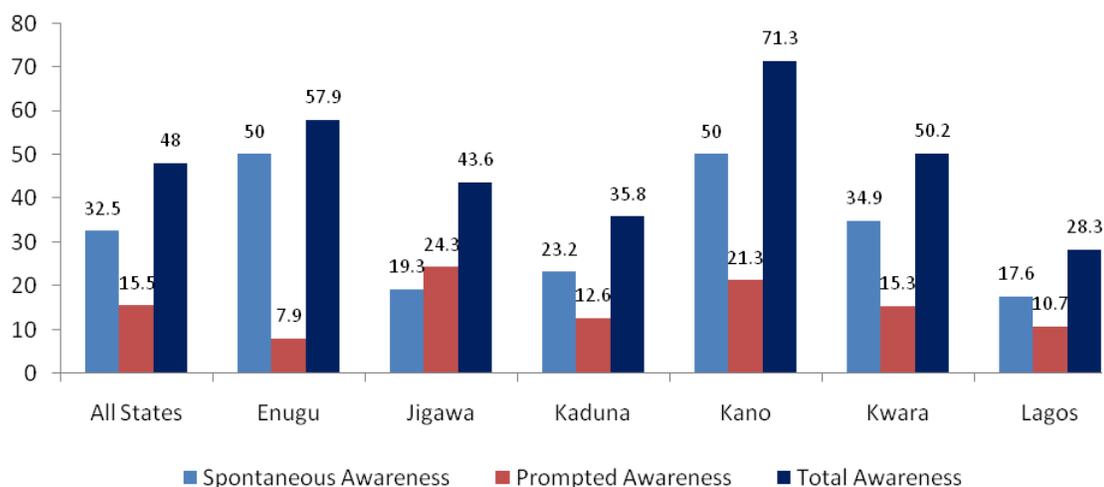
Female FGD Respondent, Kano

48. The few respondents who indicated unwillingness to watch the drama in the future said their position as housewives, with enormous family obligations, would not allow them watch such outdoor programmes.

### **Section 3: Gbagan Gbagan (The bell is calling you!)**

49. Gbagan Gbagan is a radio drama on basic education broadcast nationally on state radio in Pidgin English, and regionally in Hausa and Yoruba with series repeats on national independent radio. The programme show cases the situation of basic education now and what developments to expect with themes drawn from ESSPIN's integrated package of school improvements. It is character-driven and draws on research and observation of many public primary schools.
50. With an average of 48% of all respondents claiming to have heard Gbagan Gbagan, the programme has the highest level of awareness in Kano with about 71% recognizing it, followed by Enugu (57.9%). Notably half of respondents from Enugu and Kano were also able to mention the programme spontaneously when asked to indicate types of communication materials they have seen or heard relating to basic education in their communities. In terms of source of their awareness about the programme, about 57% of respondents mentioned *radio* while others mentioned specific radio stations in their states.

Figure 3.1: Awareness about Gbagan Gbagan



51. The main message respondents got from the radio programme was the need to send all of our children to school which received highest mention in Kwara (77.6%), followed by Lagos with about 71% (See Table 3.1).

Table 3.1: Message from Gbagan Gbagan

Responses/Demands created	Total n=573 %	Enugu N=117 %	Jigawa N=88 %	Kaduna N=71 %	Kano N=144 %	Kwara N=98 %	Lagos N=55 %
Sending all of our children to school	53.2	36.8	35.2	33.8	63.9	77.6	70.9
Greater community involvement	35.4	22.2	48.9	16.9	47.2	41.8	23.6
Improved quality of teaching	29.3	44.4	29.5	16.9	31.2	20.4	23.6
Better learning environment	27.7	28.2	21.6	18.3	40.3	16.3	36.4
Support our schools	22.5	11.1	28.4	14.1	29.9	30.6	14.5
Better government management	19.7	40.9	23.9	8.3	11.2	36.4	20.8
Better funding of schools	17.5	75.4	21.6	16.9	16	20.4	14.5
Better leadership	12.7	10.3	25.0	11.3	15.3	7.1	3.6
Others	2.4	.9	-	4.2	.7	9.2	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

52. The quotations below from the FGDs conducted tally with those in Table 3.1 and explains them further.

*The basic message the average listener can get from the drama is that “Education needs the Support of Everybody” to develop.... It also shows that the educational system needs a lot of reform and our educational system needs a lot of commitment and all of us have to work together as a team in order to improve and develop our educational system.*

Male Stakeholder, Kaduna North LG

*The message is simple, if you don’t educate your child, he will not have a good future and he will bring you shame too. The children you educate will be useful to the society and will make you proud.*

Male FGD Respondents, Enugu

*The message is that education is for everybody especially the youth and younger generation. Also as an encouragement for those who are already in school to take their studies more seriously, that lateness to school is not the best, paying attention to class teachings, respect to teachers all these form the basis of the drama.*

Male FGD Respondent, Kano

*That we should take care of our children by sending them to school because they are our tomorrow.*

Male FGD Respondent, Kwara

*The importance of going to school, the need for basic education, the attitude of the teachers to the learners, and the attitude of learners to teaching and learning and the attitude of the government to providing this education in terms of facilities, are they available or not available, teaching aid materials which also come under facilities, in fact Gbagban, Gbagban send message on basic education and ensuring qualitative education, not just sending children to school but providing for them, the student and teachers.*

Female Stakeholder (LWPD), Enugu

*Every child has a right to go to school; disabled, boy or girl. The drama cut across the culture in Nigeria, you hear it in Hausa, Yoruba, etc.*

Male stakeholder (Hilltop Foundation), Kwara

*But the little that I have heard of it is a way of telling the community or the listeners that you have a role to play – you are to contribute towards achieving what the government must have set in motion to achieve... for whatever are the plans of government is geared towards the child or the teacher and the*

*government cannot do it alone... so the idea behind that is for everybody to know that he has a role to play*

Male stakeholder (SUBEB), Kaduna

53. Almost all the respondents (95%) said they would like to listen to the radio drama “Gbagan Gbagan” in the future. The main likes expressed about the programme as shown in Table 3.2 were: the quality of its presentation (28%) and the awareness it creates about the importance of basic education (25.5%). For the quality of presentation, respondents used the following phrases to express their feelings:

- Everything about it
- It is simple to understand because of the local language they used
- It is entertaining and educative to people
- It makes me reach out to people on education
- It attracts people’s attention
- It increases my interest in education
- It starts with a sound that I like
- The way they spoke about child education
- It lightens ones mood
- Children can easily relate with it and gain a lot from it
- It calls my interest to educational issues
- The children spoke fluently in the drama
- Good performance from the actors
- The way the children were anxious to go to school
- The educative aspect of it

**Table 3.2 Likes about Gbagan Gbagan**

Responses	Total n=573 %	Enugu N=117 %	Jigawa N=88 %	Kaduna N=71 %	Kano N=144 %	Kwara N=98 %	Lagos N=55 %
Quality of presentation of drama	28.1	48.7	15.9	29.6	16.0	39.8	12.7
Awareness about importance of education	25.5	21.4	17.0	14.1	42.4	26.5	18.2
It encourages us to send children to school	21.3	9.4	20.5	18.3	29.2	17.3	38.2
Parents to be involved in education of their children	10.3	1.7	37.5	1.4	9.0	2.0	14.5
Improvement in the quality of education	7.9	12.0	5.7	4.2	12.5	0.0	7.3
Enrol all of our children in school	1.9	2.6	1.1	1.4	2.1	1.0	3.6
Support the school	1.1	0.0	1.1	1.4	0.0	1.0	5.5
Others	9.6	0.9	9.1	4.2	16.0	10.2	10.9

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

54. The likes about Gbagan Gbagan expressed by those who participated in the qualitative study confirms the findings from the quantitative study and sheds more light about the drama's main attraction to the general public.

*What I enjoy most about it is the sound of the bell and each time they ring the bell I laugh. It is the bell that drew my attention to the programme, so I just pay attention to the ringing of the bell.*

Female FGD Respondents, Enugu

*It creates a leisurely environment for one to learn something in a relaxed atmosphere.*

Male FGD Respondent, Kaduna

*First and foremost, what I like about the radio drama is that time it is on air is at weekends. Around 10am or so then many of the students and pupils will be at home to listen to it and of course, I know since it's an educational programme, they are bound to learn a lot and gain a lot from it.*

Male FGD Respondent, Lagos

*I like the message that says educate your children because they are the leaders of tomorrow. I like to hear children performing in programmes which make me as a parent feel happy and wish my children be like that child I hear on radio.*

Female FGD Respondent, Kano

*What I like is it very educating and easy to understand anytime you listen to it.. It talks on children education to parents who are still resisting sending their kid to school. And I strongly believe that this programme can soften that mind and understanding about western education. Also make the teachers more serious.*

Male FGD Respondent, Kano

*Yes, we will like to listen to similar drama in future. Because I hate it when I missed the programme on radio since it is educative*

Female FGD Respondent, Kano

*"Even if you tune on your radio at the middle of the programme, you will still gain a lot from the part left because it is very educating, encouraging and easy to understand".*

Male FGD Respondent, Kano

55. The above quotations from respondents reveal acceptability of the radio drama which has engendered more interest in it. Suggestions for adjustment and increase in the air time; and placement on radio stations that will increase and enhance its reach to a wider audience, suggest an appetite for the drama

*They should try to make sure that people listen to it. They can change the time on the radio i.e. instead of morning it can be in the evening.*

Male stakeholder (Hilltop Foundation), Kwara

*They should increase the air time because it is when you are enjoying it most the drama will end*

Male FGD Respondent, Kwara

*That of Gbagan Gbagan comes up on Sunday, and we are in churches. Every time we try to make out time, but if it can come in the evenings it will be better, like before the network news that time everyone will be home provided there is light, but you can at least on your generator.*

Female Stakeholder (MOE), Enugu

*For your information, it's not that they should stay put to only one radio station. Radio Nigeria, radio Lagos for instance on radio Lagos, there's a programme called Kokoka. People do listen to it a lot. They equally feature drama on it and children even read A,B,C on it. So, all those radio stations should be involved because it's not everybody that would have light at home, to watch it on TV.*

Female FGD Respondent, Lagos

*Dissemination into local stations instead of using FRCN (Federal Radio Corporation of Nigeria), they should also use local radio stations that people listened to like Radio kwara.*

Male stakeholder (MOE), Kwara

*I'll say they should give it more time and not only that they should extend the airing of the programme to at least twice a week and not the once in a week thing.*

Male FGD Respondent, Lagos

56. While findings reveal wide acceptability of Gbagan Gbagan, the importance of culture as a factor in programming was highlighted by some respondents who want the drama presented in their local languages. This is an indication that, despite the local language versions, some of the listeners have only been hearing the English version of the drama.

*It's majorly in English, they should do it in other languages because the majority of Nigerians are still illiterates.*

Male stakeholder (MOE), Kwara

*They should try to also air a translated version of the Hausa language to be more frequent. Keep coming with such drama's that keep you as a parent informed on basic education and the need to send your child to school.*

Female FGD Respondent, Kano

*It should be done in local languages. They should equally take it to the grassroots in local languages*

57. One of the government stakeholders interviewed in Kaduna raised a concern about the content of the radio drama. Perhaps unaware of the broad audience, the extensive pre-production research undertaken and the necessary independence of the production, he felt the peculiarity of their communities needs to be factored into production of the drama; and this can only be done in conjunction with people like him.

*Well, the peculiarity of problems of a given community may perhaps, not be properly captured and this can only be addressed if the organizers will be liaising with the Board so that proper guidance ... we know our problems... I am into communication, being the Secretary of the Communication Committee, I don't know who is organizing it, I have never had any cause to sit down with him.... I don't know, I only hear it, I am only sent a text message.*

Male Stakeholder (SUBEB), Kaduna

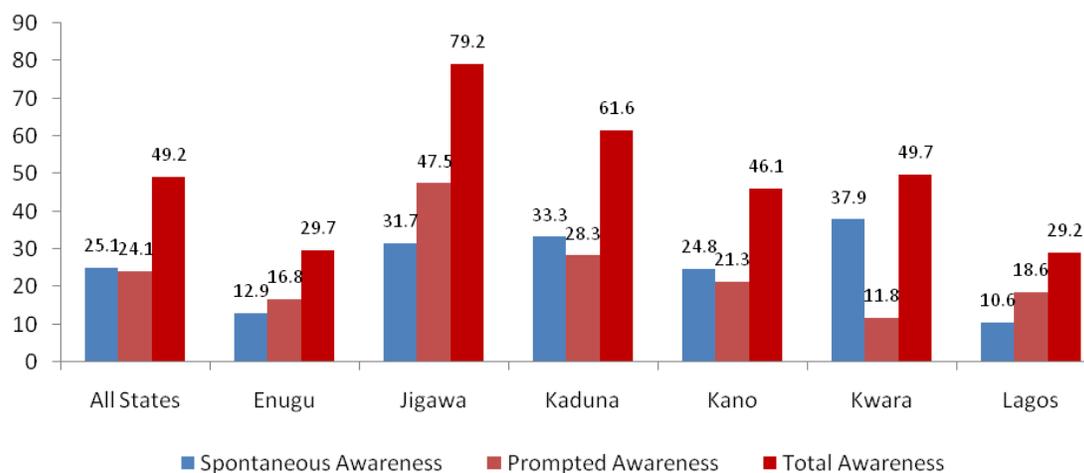
#### **Section 4: Handbill/Flyer**

58. ESSPIN has produced handbills and posters to inform, sensitize and mobilize the public toward the issue of basic education. Both materials are of two types: one on School Based Management Committee (SBMC) and the other State School Improvement Team (SSIT). While the SBMC handbill was developed to sensitize the general public to the importance of community participation in the management of basic education, the message of the SSIT handbill centres on the improvement in quality of teaching and learning in schools and was more targeted towards teachers.

##### ***Awareness about ESSPIN Handbills/Flyers***

59. Overall, about half of the respondents (49.2%) claimed awareness about ESSPIN handbills as shown in Figure 4.1. Among the 6 states surveyed, awareness about the handbills was highest in Jigawa (79%) followed by Kaduna (62%) and Kwara (50%).

Figure 4.1: Awareness about ESSPIN's Handbills



60. About 40% of the respondents who claimed awareness about ESSPIN's handbills have seen or read the two types of handbills in circulation – SBMC and SSIT. The data in Table 4.1 shows that respondents are more aware about the SBMC than the SSIT handbills, which is consistent with the wider distribution of the SBMC handbills within the community.

Table 4.1: Type of Handbill/Flyer Seen or Read

Responses	Total n=590 %	Enugu N=60 %	Jigawa N=160 %	Kaduna N=122 %	Kano N=93 %	Kwara N=97 %	Lagos N=58 %
SBMC	34.4	63.3	0.6	42.6	49.5	57.7	17.2
SSIT	21.9	6.7	4.4	27.9	30.1	27.8	50
BOTH	39.8	28.3	93.8	18.0	9.7	17.5	34.5
NEITHER	2.7	1.7	1.2	8.2	3.2	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

61. Among others, one of ESSPIN's approaches in her intervention in the education sector is to encourage and support communities, civil society organizations, etc. in getting involved in improving educational standards and raising demands for quality education. One of the fora through which this could be achieved is the School Based Management Committee (SBMC). As Table 4.2 shows, over a third (34.9%) of the respondents reported that the message they took away from the SBMC handbill is the need for greater community involvement in the provision of basic education. About a quarter of them said the message from the handbill is about the need to enrol all of their children to school.

**Table 4.2: Message from SBMC Handbill/Flyer**

Responses	Total n=590 %	Enugu N=60 %	Jigawa N=160 %	Kaduna N=122 %	Kano N=93 %	Kwara N=97 %	Lagos N=58 %
Greater community involvement	34.9	28.3	36.2	28.7	35.5	51.5	22.4
Sending all of our children to school	24.6	26.7	20.6	17.2	24.7	36.1	29.3
Better government management	23.1	33.3	32.5	3.3	24.7	17.5	34.5
Support our schools	22.9	30.0	29.4	10.7	15.1	32	20.7
Better leadership	19.2	10	24.4	13.9	28.0	20.6	8.6
Better learning environment	18.3	31.7	21.9	12.3	10.8	20.6	15.5
Better funding of schools	17.8	35.0	18.8	4.9	9.7	30.9	15.5
Improved quality of teaching	24.1	31.7	42.5	13.9	14.0	20.6	8.6
others	6.6	6.7	1.7	14.8	2.2	8.2	6.9

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

62. The message about greater community involvement in the management of basic education mentioned by 35% of respondents (see Table 4.2) from the quantitative study was also mentioned by respondents from the FGDs and IDIs conducted. The quotations below from these respondents shed more light on the message from the SBMC handbill.

*The flyers are telling us the important of School Base Management Committee (SBMC) at the school level. The picture is showing people of the community of both gender having a meeting together to improve education.*

Male Stakeholder (Desk Officer, Fagge LGA), Kano

*Well it is like they want community members to be involved in discussing basic education. They are showing meeting of both men and woman coming together which means everyone should participate in educating a child as Igbo people use to say that a child does not belong to one person.*

Male FGD Respondent, Enugu

*For me, I'll tell a friend that the handbill is talking about cooperation. When you bring your own opinion and I bring my own, I know the school in my area will grow more than what it was before. That is what I think it's saying that the school in the community belong to everybody.*

Female FGD Respondent, Lagos

*Like I said earlier on, this handbill had spoken a lot because we can see the elders, we can see the children everything is just gender balanced everybody is represented. If you go to a community forum, it's either the elders are meeting and the children won't be there but in this case, everybody is participating.*

Male FGD Respondent, Lagos

*ESSPIN handbills are trying to remind us of our responsibilities, identifying problems and identifying how to go about solving the problems*

Male Stakeholder, (SUBEB), Kano

*It's just telling us about Basic education and how the Governments want the community to be involved in school development and better education for the children.*

Female FGD Respondent, Lagos

*I think it is trying to say that the community needs to contribute towards every school sited within its area in order to ensure that the quality of education and also the learners are sent to school.*

Female stakeholder (MOE), Kaduna

63. Regarding the SSIT handbill (Table 4.3), just about a third (29.5%) of the respondents who took part in the quantitative study mentioned the main message in the handbill - improvement in the quality of teaching in schools.

**Table 4.3: Message from SSIT handbill**

Responses	Total n=560 %	Enugu N=60 %	Jigawa N=160 %	Kaduna N=122 %	Kano N=93 %	Kwara N=97 %	Lagos N=58 %
Sending all of our children to school	31.5	18.3	44.4	16.4	35.5	16.5	60.3
Improved quality of teaching	29.5	31.7	46.9	12.3	18.3	27.8	36.2
Greater community involvement	24.7	6.7	51.9	4.9	24.7	15.5	25.9
Better learning environment	22.7	26.7	27.5	7.4	21.5	18.6	46.6
Better leadership	16.6	15.5	29.4	8.2	11.8	6.2	25.9
Support our schools	14.7	1.7	21.2	4.9	21.5	7.2	32.8
Better government management	14.2	5	33.1	.8	2.2	6.2	32.8
Better funding of schools	12.5	8.3	21.2	4.1	5.4	9.3	27.6
Others	5.3	8.3	.6	13.1	-	8.2	1.7

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

64. The comments below from the qualitative study corroborate and makes clearer the main message mentioned by 29.5% of respondents who participated in the quantitative study – improved quality of teaching.

*I will tell my friend that in school now the children can practicalise what they are been taught; that there is an interactive method of learning between the teacher and the pupils.*

Female FGD Respondents, Kwara

*I can understand that the children are grouped into groups to increase participation and they are given the chance to practice what they have been taught. The children are busy, it shows when you allow them to practice, they learn better because they do it themselves.*

Female FGD Respondents, Enugu

*Before pupils used to memorize things but with the advent of quality basic education the pupils will understand what they are being taught by way of practical. It is a booster of memory*

Male FGD Respondent, Kwara

*I think individual attention, the teacher paying attention to learners, then participatory method where the child is doing things himself with collaboration with another child, [SSIT handbill] and then the sitting arrangement also, probably the way it should be.*

Female Stakeholder (LWPD), Enugu

*The second one is showing children doing what the teacher asked them to do. All the kids in the class are busy, which suggest concentration and participation.*

Male FGD Respondent, Enugu

*My friend in Lagos brought his children down home to stay with his mother, so I explained that there is a flyer in which they show children in school, this shows that the future of our children is very important, so one should take it seriously by sending our children to school.*

Male FGD Respondents, Kwara

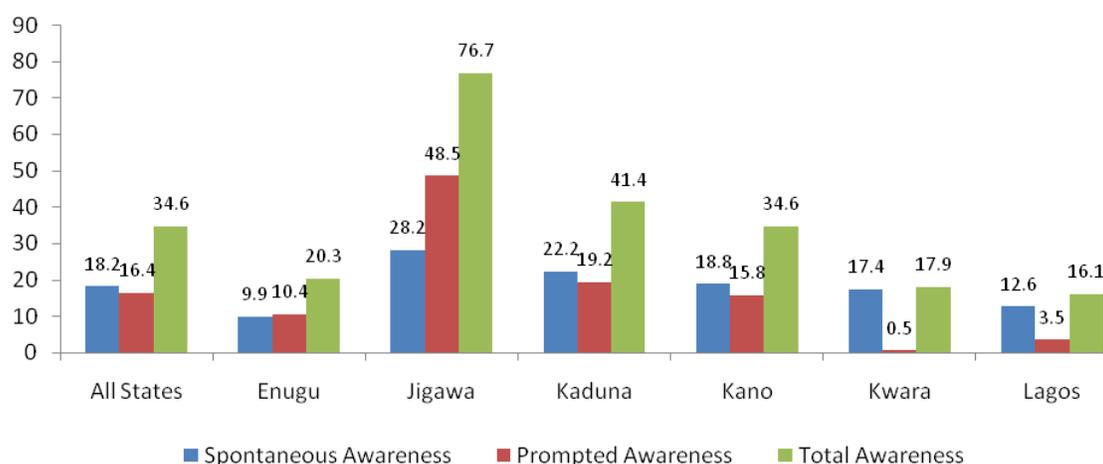
## Section 5: Posters

65. Like the handbills discussed in the previous section, ESSPIN’s posters are of two types, one on SBMC and the other on SSIT. They carry similar content and messages as the handbills.

### Awareness about ESSPIN’s Posters

66. Among the 1, 198 respondents surveyed a little over a third (415 or 34.6%) claimed awareness about ESSPIN’s posters. However, as Figure 5.1 reveals, the materials emerged to be more familiar in Jigawa than any other state. In all states the majority of respondents had to be prompted before the recognised the materials. It was apparent that many of the posters were not promptly distributed and many were not displayed in public places.

Figure 5.1: Awareness about ESSPIN's Posters



67. Just about a fifth of this category of respondents have seen or read all the four versions of posters, namely SBMC in English, SBMC in local language, SSIT in English and SSIT in local language (see Table 5.1). A little over a third of the respondents (34.4%) claimed to have seen or read both types – SBMC and SSIT.

Table 5.1: Type of poster seen or read

Responses	Total n=415 %	Enugu N=41 %	Jigawa N=155 %	Kaduna N=82 %	Kano N=70 %	Kwara N=35 %	Lagos N=32 %
SBMC(ENG)	23.9	78	9.7	28	21.4	40	-
SBMC(LL)	20.2	-	21.3	17.1	35.7	31.4	3.1
SSIT(ENG)	18.6	14.6	10.3	15.9	14.3	42.9	50
SSIT(LL)	18.6	2.4	21.3	22	21.4	17.1	12.5
Both	34.4	9.8	61.9	9.8	10	5.7	34.4
Neither	3.6	2.4	1.3	8.5	4.3	2.9	3.1

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

68. About a third of the respondents were able to mention the main message of the SBMC poster, i.e. greater community involvement in the provision of basic education. This was followed by “improved quality of teaching” in schools (28.4%).
69. As with the message from SBMC handbill, FGD respondents provided a clearer description of what the message about community involvement, an indication that the message was well received.

*We see the poster telling us that the schools in our environment belong to us. If these schools belong to us, definitely we have to take care of these schools. How do we take care of the school? We need to be involved; to come to school to see what’s happening to the structures of the school, to the teachers in the school and to the children in the school to be able to evaluate and be focused on the concerned.*

Male FGD Respondent, Lagos

*This poster (SBMC) shows the parents and teachers coming together to work on the progress of the children and the improvement on education. Without the help of parents and teachers, the educational standard of the children will be poor. This shows that togetherness brings about progress.*

Female FGD Respondent, Kaduna

*Actually, what I like about the poster is that the government is making everybody to realize that the government cannot do it alone. And our own contribution and alertness is to help the government and help our self and to make sure that there’s development of children in our community.*

Male FGD Respondent, Lagos

*Now, as community members are coming together, working with the school based management committee, the government is equally saying that the school also belong to us. So, school development, school improvement is also our priority. So, let us work together with the SBMC so that we can develop the school because the government alone cannot do it. That’s my own understanding of the poster.*

Female FGD Respondent, Lagos

*The poster is talking about starting early in educating the child. Every child has the right to education and it’s saying everybody should come together to contribute to making education of the child worthwhile and that the children are getting what they’re supposed to get.*

Female FGD Respondent, Lagos

*“I think one thing I like about the poster is the issue of community involvement. As we can see on the SBMC poster, the community members are gathered ...the poster is basically telling us about community involvement in whatever we want to do...”*

Female FGD Respondent, Lagos

**Table 5.2: Message from SBMC Poster**

Responses	Total n=415 %	Enugu N=41 %	Jigawa N=155 %	Kaduna N=82 %	Kano N=70 %	Kwara N=35 %	Lagos N=32 %
Greater community involvement	34.2	34.1	41.3	25.6	32.9	25.7	34.4
Improved quality of teaching	28.4	31.7	42.6	11	24.3	22.9	15.6
Support our schools	23.6	43.9	28.4	11	20	22.9	15.6
Sending all of our children to school	22.9	29.3	25.2	18.3	20	37.1	6.2
Better learning environment	22.2	46.3	25.2	13.4	17.1	14.3	18.8
Better leadership	20	19.5	30.3	8.5	27.1	5.7	-
Better government management	16.4	26.8	27.1	4.7	11.4	5.7	3.1
Better funding of schools	13.5	24.4	17.4	6.1	11.4	8.6	9.4
Others	3.6	2.4	.6	13.4	2.9	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

70. For the SSIT poster, less than a third (27%) got its main message – “improved quality of teaching by better trained teachers” (see Table 5.3). the comments below from qualitative study respondents explain this message better.

*I see that the children are paying attention to the teacher and where there is concentration, learning is achieved, but they should be provided with better learning environment.*

Male FGD Respondent, Enugu

*Teachers have improved in education knowing how to put the students through helping to make them understand that is why they are grouped to study together, the teacher also controls noise making and uses teaching aid to teach them and also allow them teach each other.*

Female FGD Respondent, Kaduna

*What impressed me about the poster is seeing the children participating in this learning process by themselves... knowing that a child cannot forget what he discover by himself.*

Male FGD Respondent, Kaduna

*No, the one I saw talked about a change of approach from teacher-centred to child-centred method of teaching and learning.*

Male FGD Respondent, Kaduna

*I will say it is encouraging the need to give children basic education both boys and girls.*

Male FGD Respondent, Enugu

*It is also showing the school system needs government support especially in the area of providing teaching aids to the teachers and pupils because they are all sharing one text book or they are all looking into one material. The children are supposed to have books for quality to be attained.*

Male FGD Respondent, Enugu

*It tells me that there is a change of approach in basic education now.*

Male FGD Respondent, Kaduna

*It is telling us that there are changes in our schools; it is also directing our children to what is happening in school. It serves as a model, an example of children in school, a pointer to the future.*

Male FGD Respondent, Kwara

*What I like is that, these posters have been able to sensitize the public, to sensitize the school administrators, to sensitize teachers, that basic education needs support. Basic education has an objective, basic education has an aim and we must all work towards achieving those aims and objectives, so that we would have better society.*

Male Stakeholder, Kaduna North LG

**Table 5.3: Message from SSIT Poster**

Responses	Total n=415 %	Enugu N=41 %	Jigawa N=155 %	Kaduna N=82 %	Kano N=70 %	Kwara N=35 %	Lagos N=32 %
Better learning environment	29.2	22	29	8.5	30	42.9	75
Sending all of our children to school	28.7	14.6	37.4	9.8	30	28.6	50
Improved quality of teaching	27.5	19.5	35.5	19.5	17.1	37.1	31.2
Greater community involvement	26.7	2.4	50.3	1.2	25.7	14.3	25
Support our schools	15.7	2.4	25.2	2.4	18.6	11.4	18.8
Better government management	14.2	9.8	23.2	7.3	8.6	8.6	12.5
Better leadership	14.5	9.6	21.3	3.7	20	14.3	3.1
Better funding of schools	14	9.8	20	2.4	14.3	20	12.5
Others	4.3	7.3	1.3	12.2	-	8.6	-
Don't know	2.2	22.0	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases

### *Respondents' Suggestions for print communication materials*

71. Despite wide acceptability of the print materials, FGD and IDI respondents raised two concerns regarding culture and distribution of the materials. Although the materials have been produced in local languages, they may not have been distributed in the relevant states and of course some states and communities are mixed so opinions are very subjective. It was also possible that some have only seen the English version and would have preferred the ones reflecting their culture, religion and environment. This again underscores the need to take into consideration these issues in development and distribution of the materials to achieve more reach and impact.

*These posters will help community to understand what the ESSPIN are doing. It is written in Hausa which makes it easier for them to read. I advice ESSPIN to translate all their materials to Hausa language, because, our community is a Hausa speaking community.*

Male Stakeholder (Desk Officer, Fagge LGA), Kano

*They use of Hausa language for our people to read easily.*

Male Stakeholder (Desk Officer, Fagge LGA), Kano

*Print the picture of our people and translate to our mother tongue, print enough copies that we can distribute top our schools both primary and Islamic schools.*

Male Stakeholder, (MOE), Kano

*The only thing they should do is to produce more of it and in local languages. Should be produced in local languages e.g. the Kwara north listen to Niger radio because of the Arabic they speak*

Male stakeholder (Hilltop Foundation), Kwara

*They should consider the culture of the people in the real northern way. The mode of dressing should be considered. Let the posters be pasted on school halls, head of district residence.*

Male stakeholder (DPRS, SUBEB), Jigawa

*Well, I know most posters are being produced in many languages to allow for easy comprehension and understanding. I would wish, like I keep on saying, the peculiarity of any given problem of a particular State should be given prominence.*

Male stakeholder (SUBEB), Kaduna

*If I have Yoruba woman or an Igbo woman and I see this thing, immediately I see this is northern people, I'll just drop it, if I'm not well informed. But, if I'm very well informed, not necessarily informed of basic education o, but education wise, I may just want to show that what is it? School based management committee, what is it all about? I'll just look at it. I may even want to ask who knows more. Like I said earlier, those who are not well informed, when they see this picture, they'll just throw it by the side.*

Female respondent, Lagos

*Why did they make it in English and not Igbo?*

Male FGD Respondent, Enugu

*"Well, one thing is that they should keep using pictures that relates to the communities; not using the pictures of Hausas in the ones to be distributed in Yoruba communities. When the people see such, they'll not welcome it but if they see their own person, they'll say this is our person or this is our children and that will attract them. Also, they should increase the quantity too".*

Male FGD Respondent, Lagos

*"Sometimes, the type of people they use (in the poster) are not our people from the Northern part"*

Male FGD Respondent, Jigawa

*Since it is useful to everybody in the sense that the government want to eradicate illiteracy, these posters should be taken to grassroots especially the Fulani's.*

Male FGD Respondent, Kwara

*They should try that one and please also make the poster available in all the schools so that parents will see it and hear the message.*

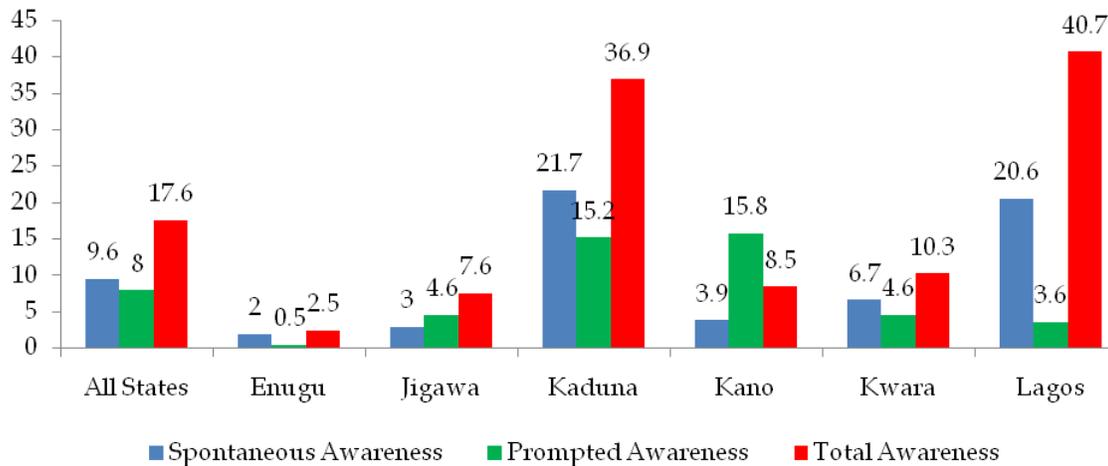
Male FGD Respondent, Enugu

**Section 6: TV Spots**

**Awareness about ESSPIN's TV Spots**

72. Awareness about the TV Spots was generally low (211 or 17.6%). Levels of TV ownership, signal coverage and availability of electricity were factors to be taken in to consideration. It was highest in Lagos among about 41% respondents surveyed there, followed by Kaduna with 36.9%.

Figure 6.1: Awareness about ESSPIN's TV Spots



73. About half (106, Table 6.1) of all these respondents mentioned “sending all of our children to school” as the message they got from the spots. Other messages received but mentioned by less than half of the respondents were “better learning environment” and “improved quality of teaching.” Comments by respondents who participated in the qualitative study, stated below, in a way reinforce those from the quantitative. That is, the need for better education for all children in a better system of operation.

*That our method of teaching is a problem, we really need to change our methods of teaching and then the other one is that everyone is entitle to basic education because of the fact that is the foundation upon which we can build the future.*

Male FGD Respondent, Enugu

*The little I saw was just trying to talk about community involvement in education... that you can have a say in it. I think it was talking about a child wanting to go to school or something. I was actually working when I spotted it*

*and before I could settle to see it clearly, it was trying to show someone trying to support a child going to school.*

Male Stakeholder (Defense for Children Int'l), Lagos

**Table 6.1: Message from TV spot**

Responses	Total n=211	Enugu n=5	Jigawa n=15	Kaduna n=73	Kano n=17	Kwara n=20	Lagos n=81
Sending all of our children to school	106	3	5	20	7	18	53
Better learning environment	66	2	6	17	6	8	27
Improved quality of teaching	60	-	6	23	2	2	27
Better government management	50	1	4	7	2	2	34
Support our schools	48	-	5	2	3	9	29
Better funding of schools	47	-	2	13	4	4	24
Greater community involvement	45	-	6	15	4	9	11
Better leadership	23	-	3	4	3	-	13
Others	18	-	2	9	1	1	5
Don't know	2	-	-	1	-	-	1

Note: Figures in table are in whole numbers for ease of comparison. Some of the base figures (for Enugu, Jigawa, Kano and Kwara) are not appropriate for percentage calculation.

74. Majority of the respondents (93%) claiming awareness about TV Spots would like to watch them in the future. They were asked to express their likes about it. For the majority of the respondents (71%), they like the fact that the spot shows the need for improvement in the quality of basic education (see Table 6.2). For the few (27%) expressing the quality of presentation as their main attraction to the spot, below are some of their descriptions about the spot:

- It is educative
- Educative and well presented
- It increases learning
- The boy running to school to avoid lateness
- The boy was interested in going to school
- The way the message is packaged
- The clarity of the message
- Their spoken English and mode of dressing

75. From the qualitative study the likes expressed border on the new orientation in the provision of education and the use of important personalities in the production of the spots.

*Because it changes the view of people in support for education. It is educative; it also makes people to remember children with disability that they equally have a right to education.*

Male Stakeholder, (CSACEFA), Kwara

**Table 6.2: Respondents' Likes about ESSPIN's TV Spots**

Responses	Total n=211	Enugu N=5	Jigawa N=15	Kaduna N=73	Kano N=17	Kwara N=20	Lagos N=81
Shows the need for improvement in quality of education	150	3	13	45	14	15	60
Shows the importance of basic education	38	0	0	10	5	8	15
Encourage parent to put their children in school	36	2	5	6	3	1	19
Quality of presentation	27	0	3	10	1	8	5
That parents/community members should be involved in education of their children	20	1	4	5	5	0	5
Enroll all or our children in school	4	0	0	2	0	0	2
Shows the need for parents and communities to support our schools	5	0	0	1	0	0	4
Others	31	0	1	13	4	3	10
Don't know	4	0	0	2	0	0	2

Note: Figures in table are in whole numbers for ease of comparison. Some of the base figures (for Enugu, Jigawa, Kano and Kwara) are not appropriate for percentage calculation.

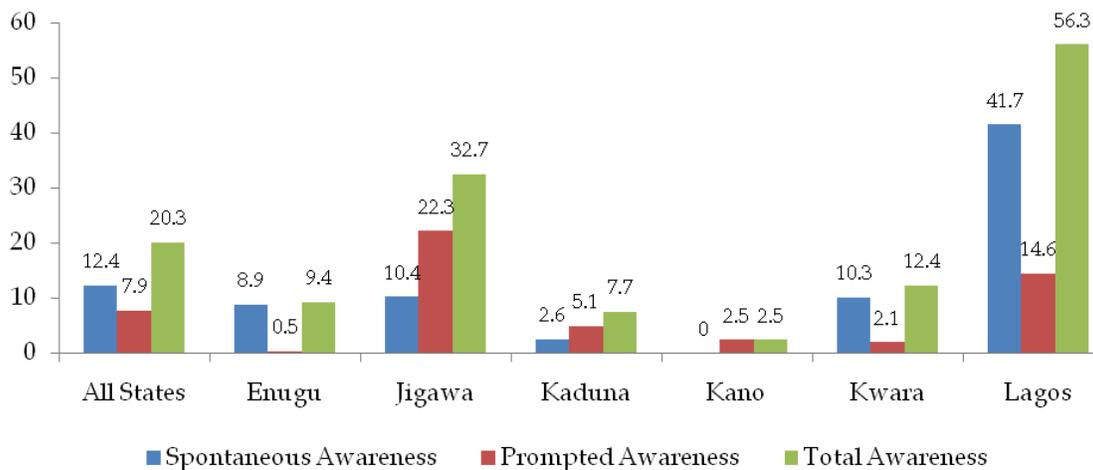
### Section 7: Better School, Better Nigeria

76. Better School, Better Nigeria is a set of five state based documentaries made in consultation with state partners during the first year of the programme to highlight the challenges of improving schools and the efforts being made to address these. The documentary is available on DVD in English and local languages in 5 minute and 15 minute versions with a 30 minute composite version made using the same footage. All versions have been shown on national state and independent TV in English. Like the TV spots, levels of TV ownership, signal coverage and availability of electricity were factors to be taken in to consideration.

#### *Awareness about ESSPIN’s Better School, Better Nigeria*

77. Two hundred and forty two or 20.3% of the 1, 198 respondents surveyed claimed awareness about Better School, Better Nigeria. Among the six states of ESSPIN’s intervention, Lagos recorded the highest level of awareness (56.3%) about the documentary followed by Jigawa (32.7%).

Figure 7.1: Awareness about Better School, Better Nigeria



78. Regarding the message respondents got from the material, “Sending all of our children to school” received the highest mention of about 117 of the 242 respondents (i.e. 48%). Other messages mentioned by sizeable proportions of the respondents were: “Better government management of school system” and “Better learning environment.” The last two messages resonated as respondents from qualitative study gave their own versions of the messages from the documentary. That is, a change in the management of basic education for a better Nigeria.

*The documentary is telling us that the development and progress of the whole Nigeria depends on the improvement of our schools –which is the truth and nothing but the truth.*

Male Stakeholder, Kaduna North LG

*That there is a learning benchmark for children i.e. at a certain class a child should know something, if not parent can now ask the teacher why. Better schools better learning for our children.*

Male Stakeholder, (CSACEFA), Kwara

*That the teaching shouldn't be teacher centered, it should be child centered*

Female Stakeholder (MOE), Lagos

*It shows how government and parents can partner to move education forward.*

Female FGD Respondent, Kwara

*It serves as a clarion call for the parents, teachers and children that our education is now better which will give us a better country; that education is no more "business as usual."*

Male FGD Respondent, Kwara

*That no enough teaching material, pupils want to go to school but they don't have sitting material, even the classes is not conducive for learning, it shows that ESSPIN will help such school to renovate their facilities and to give good education.*

Male Stakeholder, (MOE), Kano

*It emphasizes that everybody (children) should go to school. It also tells us where our education system was before, where we are and where we are heading to. It is informative; it brings comfort to my soul because all those things that were said in it are a reality.*

Female Stakeholder, (Hilltop Foundation), Kwara

*Well, I hear the calling of the community leader and then even the commissioner for education calling on the parents of the pupils to send their children to school and also calling on parents to work hand in hand with school. I saw a parent calling on the government to assist them to provide the working material, teachers and to help them renovate their classes.*

Male Stakeholder, (MOE), Kano

**Table 7.1: Message from BSBN**

Responses	Total n=242	Enugu n=19	Jigawa n=66	Kaduna n=15	Kano n=6	Kwara n=24	Lagos n=112
Sending all of our children to school	117	8	39	6	-	14	50
Better government management	109	4	33	4	1	7	60
Better learning environment	106	7	36	2	1	10	50
Better funding of schools	82	4	18	2	-	13	45
Improved quality of teaching	80	5	28	2	-	6	39
Greater community involvement	78	5	30	3	-	10	30
Better leadership	64	3	29	1	2	2	27
Support our schools	44	1	20	-	1	5	17
Others	4	-	-	-	-	1	3

Note: Figures in table are in whole numbers for ease of comparison. Some of the base figures (for Enugu, Jigawa, Kano and Kwara) are not appropriate for percentage calculation.

79. Like other electronic materials discussed earlier, a large majority of the respondents (94.9%) would like to watch BSBN in the future. The major attractions about the programme were: “It shows the need for improvement in quality of education”, “Shows the importance of basic education” and “encourages parent to put their children in school.” These attractions to BSBN and those mentioned below by qualitative study respondents are proofs that the respondents have embraced the idea of a new orientation for the provision of basic education in Nigeria.

*That documentary is a master stroke; I must be honest with you. In fact for me it opens my eyes to a lot of things.....Anybody who sees it will like it. I was watching it here and somebody came in and asked me ‘where is this place?’ I told him this is Nigeria content. This is the situation of this country. Public schools are going down by the day and private schools are striving including the ones in the garage. Parents are ready and willing to bring their children to that place [garage private school] but in public schools where you have facilities, where you have whatever it takes for these children to have good education parents are running away from it. That is one thing that the documentary I watched so far is trying to correct.*

Male Stakeholder (The Guardian), Enugu

*What I like about the documentary is that, it has now given us a very good basic knowledge on how we can improve our country; if we want our country to improve, we must develop our education... we must put a lot of resources, not only resources, we must make sure that all resources put are accounted for.... We must be transparent on how we run our educational system and we must make sure that all our schools' infrastructure, all our school administration get the correct type of knowledge to improve our school situations and the development and progress of Nigeria depends on the development and improvement of our schools.*

Male Stakeholder, Kaduna North LG

*"What I like most was the identification of common problems in the ESSPIN LGAs which I'm sure covers even the none ESSPIN states as a common problem to all Nigerians"*

Male Stakeholder (SUBEB), Kano

**Table 7.2: Respondents' Likes about BSN**

Responses	Total n= 242	Enugu N=19	Jigawa N=66	Kaduna N=15	Kano N=6	Kwara N=24	Lagos N=112
Shows the need for improvement in quality of education	79	3	11	3	1	2	59
Shows the importance of basic education	35	4	14	0	0	5	12
Encourage parent to put their children in school	30	1	8	0	0	1	20
Quality of presentation	30	8	10	2	0	5	5
Greater govt. involvement in provision of quality education	20	0	7	3	0	1	9
That parents/community members should be involved in education of their children	10	0	9	0	0	0	1
Shows the need for parents and communities to support our schools	10	0	7	0	0	1	2
Enroll all or our children in school	7	0	5	0	0	0	2
Others	40	3	10	4	1	7	15
Don't know	4	0	0	1	0	0	3

80. Despite respondents' fervor for the BSN documentary, as shown in the findings above, those who took part in the qualitative study raised some issues for its improvement. First, is the issue of accessibility to the documentary. Due to the epileptic electric power supply in the country ESSPIN is being asked to consider other effective media like the community theatre and mass production of the documentary in CDs for mass distribution. It should also be noted that findings from interviews with stakeholders show that majority of them have not been watching either the TV Spots or BSN due to the same reason of epileptic power supply, though they receive alerts by SMS. This calls for a favourable consideration of the alternatives being suggested by the respondents.

*They always send us text to expect it or watch it in television but at times... the problem is that it comes up at a time we are out of the house, you are somewhere, I have not had the opportunity to watch it.*

Female Stakeholder (MOE), Enugu

81. Another issue raised for improvement of the documentary is language. Although the documentary has been produced in Nigerian languages other than English, it appears some respondents have not seen or watch the versions in their own language. The quotations below show respondents' concern about accessibility to BSN.

*The problem is that there is no availability of power that is why we advice the ESSPIN to continue doing this community theatre drama, instead of using radio or television. The community theatre is simpler to understand the goal of ESSPIN.*

Male Stakeholder, (Desk Officer, Fagge LGA), Kano

*In fact power failure is frustrating us.*

Female FGD Respondent, Kwara

*They should produce it in CD in large quantities and sell it to everybody so that one will not rely on television because of power failure and one can watch it at his or her convenience.*

Male FGD Respondent, Kaduna

*Produce it in form of CD for every child to buy.*

Female FGD Respondent, Kwara

*It is basically in English, it should be done in other languages and also be available to the people. We can move away from using television alone, we can translate this into bill board, posters, and make them in different languages.*

Male Stakeholder, (MOE), Kwara

*It should be done in different languages because those who do not understand English would just be looking at the pictures*

Male FGD Respondent, Kwara

*The focus is mostly on the urban areas, thereby not showing the problems in the rural communities.*

Male FGD Respondent, Kaduna

*So that people will understand both literate and illiterates because people who don't understand are more than the people who do.*

Female FGD Respondent, Kaduna

*No, we have not seen it. Probably it was broadcast in English only and we that don't understand English would not understand it.*

Female FGD Respondent, Kaduna

*"It is basically in English, it should be done in other languages and also be available to the people"*

Female Stakeholder (MOE), Kwara

82. Going by the comments from our IDI respondents it was good that the BSN has shown the deplorable state of educational infrastructure in the country and calls for immediate action to redress the situation. However, some believe that ESSPIN should go a little further to document positives steps or actions that have been taken by the government to redress to address issues raised in the documentary (This was the intention but the films were made at an early stage of the programme). And if the government has done nothing it should be documented and thus serve as a reminder.

*Well, actually the only areas where the documentary can be improved upon is...if a picture of a dilapidated school or classroom has been captured; let us also see how, may be later, how this dilapidated classroom has been rehabilitated or improved upon or we should also keep on reminding those in authority the importance of improving those structures that are still in bad conditions.*

Male Stakeholder, Kaduna North LG

83. One of the stakeholders interviewed in Kaduna (SUBEB) made compliments about the BSN documentary but highlighted the need for ESSPIN to work in concert with relevant government functionaries when developing the documentary (which actually was the case). His main grouse with the Kaduna version of the documentary was that government functionaries that featured in the version, in his estimation, were inferior to those used for other states like Jigawa and Kano. In his opinion, featuring the state Governor or Honourable Commissioners in the documentary will command more credibility on the documentary and thus enhance its acceptability than featuring "government workers that have served under influential Permanent Secretaries, Directors-General." While the stakeholder's suggestion may be favourably considered for future endeavours, his criticism may be borne out of feud with or disdain for the individuals he is condemning. (There was a change of Commissioner in Kaduna, who was featured, shortly after the making of the film. Requests for the film to be remade with the new Commissioner were not met).

## Section 8: Messages from the Press

84. As part of the effort to sensitize the public to the importance of reforming basic education and make it an issue for public discourse, ESSPIN is working with the Nigerian press to increase their awareness and understanding of education sector issues and develop their capacity to identify, investigate and present education stories to the public. Towards this end, ESSPIN has conducted a programme of awareness raising and skills development for journalists with national newspapers and some broadcasters.
85. This survey sought to determine the extent to which this intervention has yielded fruits in form of articles and features on basic education placed in newspapers. However, ESSPIN adopts a very low profile approach to working with the press and makes deliberate efforts not to be identified as the instigator of media stories. Instead journalists are encouraged to use their enhanced skills and understanding of basic education to investigate the issues and produce their own independent material. It is therefore hard for a third party to assess ESSPIN's impact on press coverage and the following remarks are made in reference to the press in general.
86. Out of the 1, 198 respondents interviewed, less than a fifth of them (17.8%) reported to have come across or read any article or features in the newspaper about basic education in Nigeria. The low patronage of newspapers may not be unconnected with its cost and poor reading culture in the country. As Table 8.1 depicts, The Punch, Daily Trust and The Guardian were the main sources of such articles. Other newspapers mentioned outside the coded ones were:
- Ruwan bagasa
  - New Nigeria
  - Herald (kwara)
  - Ariya (Yoruba paper)
  - Yoruba newspaper
87. The table also shows that Jigawa News, The Nation and Nigerian Tribune are more likely to be patronized in some sections of the country. In terms of messages they read about basic education, just about 5% mentioned any of the pre-coded messages in Table 8.2. Other messages mentioned outside these ones were:
- Enlightenment on what government is doing in improving education
  - Teachers should use modern ways to teach.
  - Standard of education in Kaduna state/NUT
  - Need for teachers' training
  - Buying of educational materials for the pupils.

**Table 8.1: Source of Article or Feature Seen or Read on Basic Education**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
The Punch	45	3	1.5	.5	.5	11.8	5.5
Daily Trust	42	-	20	17	4	-	1
The Guardian	23	4	3	-	-	9	5
Jigawa News	18	-	18	-	-	-	-
The Nation	17	1	1	2	1	10	2
Nigerian Tribune	12	1	-	-	-	11	-
Vanguard	6	2	-	2	1	-	1
This Day	6	1	2	1	-	1	1
Champion	1	-	-	1.5	-	-	-
Daily Star	2	2	-	-	-	-	-
Daily Independent	1	1	-	-	-	-	-
New Age	1	-	1	-	-	-	-

**Table 8.2: Message read from article or features about basic education**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Better government management	6.9	2	18.3	2.5	-	13.3	5.5
Better funding of schools	4.1	3	4	5.6	.5	7.2	4.5
Better leadership	2.2	.5	5	2	-	10.8	4.5
Improved quality of teaching	6.2	5	13.9	2	1	10.8	1.5
Better learning environment	3.8	2	6.4	1.5	1	10.3	1.5
Greater community involvement	5	2.5	15.3	.5	2.5	8.2	1
Sending all of our children to school	5.4	3.5	7.4	1.5	1.5	15.4	3.5
Support our schools	3.7	2.5	4.0	.5	1.5	9.2	4.5
Other	1.5	-	-	6.6	-	1.5	1

88. Findings from the qualitative study shed more light about what respondents have seen or read in the newspapers on basic education. The newspapers mentioned included: Daily Trust, Herald, The Punch, The Guardian, The Sun and Herald Newspaper. Most of the articles or features respondents claimed to have read fell into two categories, namely: the deteriorating condition of standard of education and its infrastructure and the current efforts being made by government to redress the situation. One of the ESSPIN's partners in Kwara state claimed to have read about ESSPIN's interventions in the education sector. As the quotation below indicates majority of the respondents don't read the newspapers.

*"My local community is not a reading community I don't think they read newspapers..., they listen more to the radio than reading newspaper.*

Male Stakeholder (SUBEB, Jigawa)

#### **Comments on status of the education sector**

*Is the decay and abandonment community primary schools are facing in rural areas and I saw it in guardian. They even show some children under a tree. They detailed the suffering of children in schools and they ask government especially local governments to look in to the matter as parents are patronizing private schools more than public schools.*

*The one I read was saying that schools in rural areas have been abandoned and teacher are not monitored and they use children to do farming instead of teaching them as they are paid to do.*

Male FGD Respondents, Enugu

*The challenges of 3-3-6-4 system, it also talked about the psychology of learning in primary school, that teachers training should be recalled. how our education has been going backward and retrogressing. How our educational policies and calendar are unstable. I also read about TSS (Teachers Salary Structure) and how government can motivate teachers.*

Male FGD Respondent, Kwara

#### **Comments on reforms or efforts to revamp the education sector**

*Trying to bring back the lost glory in the educational sector in Nigeria, efforts being made to improve the system of education.*

Male Stakeholder, (SUBEB), Kan

*It talked on areas of need and where people need to work on to really improve education especially child education.*

Male Stakeholder, (MOE), Kwara

*They are trying to say that, they are improving teaching and learning activities in our schools and we should make sure that the schools are child friendly. Government should provide basic teaching and learning materials in our school, they should improve*

*the level of infrastructure, in our schools, making sure that we have qualified teachers because without qualified teachers you cannot impact knowledge to our children.*

Male Stakeholder, (MOE), Kano

*They are talking about different efforts of government is putting in basic education, sometimes it is encouraging people to put their children in school. It also talked about reading culture that is lost in our society.*

Male Stakeholder, (Hilltop Foundation), Kwara

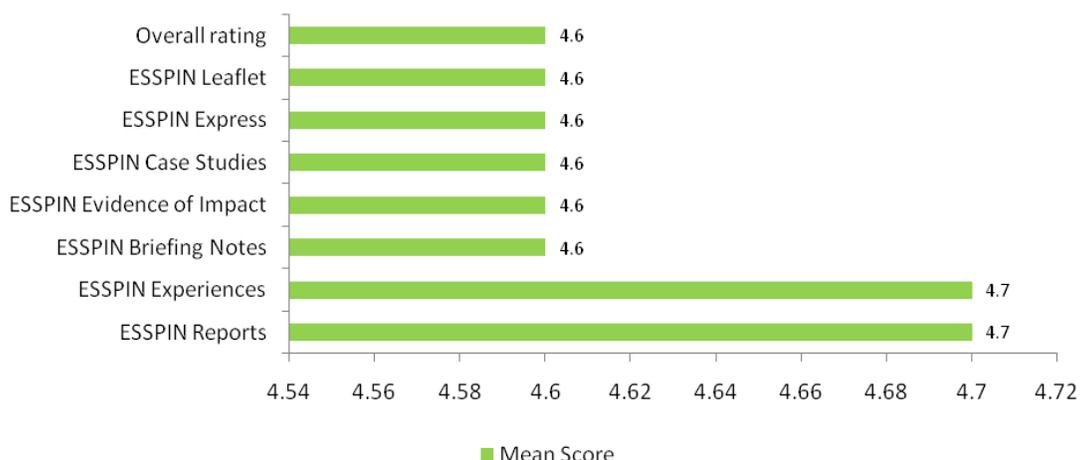
*Improve schooling and infrastructure in the school. Advocate for more enrolment in our school.*

Male stakeholder (SUBEB), Kwara

### **Section 9: Sharing Information and Knowledge on the Provision of Basic Education – ESSPIN documentation**

89. ESSPIN has developed a number of communication products geared towards providing information on the provision and management of basic education to her implementing partners and stakeholders. The communication products include ESSPIN Reports, ESSPIN Experiences, ESSPIN Briefing Notes, ESSPIN Evidence of Impact, ESSPIN Case Studies, ESSPIN Express and ESSPIN Introductory Leaflet.
90. In order to assess the impact of these products on the target audience, 24 ESSPIN stakeholders who receive these products regularly were interviewed. In order to assess the quality of the products respondents were asked to indicate their level of agreement with 5 statements (“It is informative”, “Easy to understand”, “useful”, “I look forward to receiving a copy” and “The quality of presentation is good”) used to describe the products on a scale of 1 to 5 (5-strongly agree, 4-agree, 3-slightly agree, 2-disagree and 1-strongly disagree). The result of the analysis of responses elicited is shown in Figure 9.1. The result shows high rating of all the communication products and an overall rating of 4.6.

**Figure 9.1: Stakeholders' Rating of ESSPIN Communication Products**



91. The quotation below from one of the stakeholders gives a general impression about ESSPIN’s communication material among the stakeholders.

*The materials ....very useful and well planned. One thing about ESSPIN is thoroughness of getting information and approaching it in such a way that it sends the message, they have a whole lot of ideas, whole lot of information on education, the impact and secondly what they think they want to do to improve the quality of education and they put it succinctly so that once you look at it you understand where they are coming from and where they hope to go.*

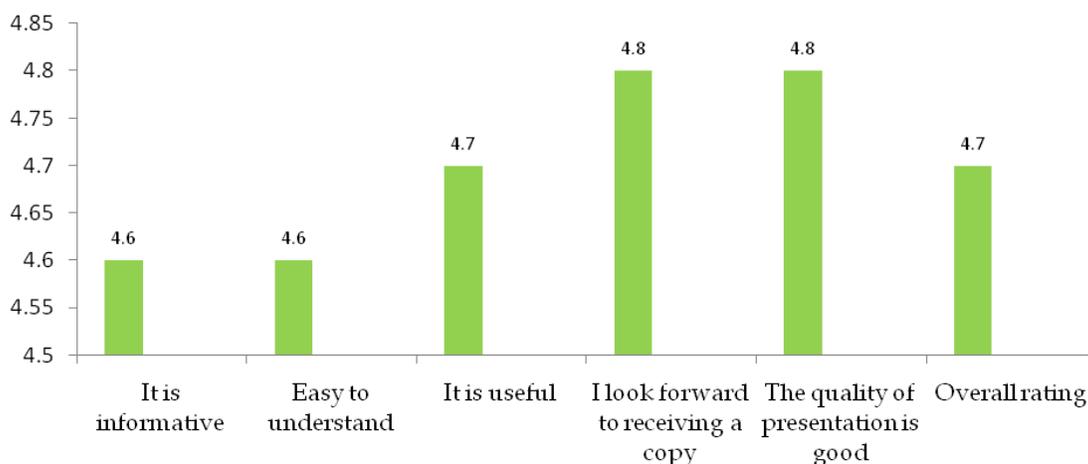
Female Stakeholder (LPWD), Enugu

92. Besides the rating of the communication products, the stakeholders’ opinions on usefulness of each of them, their likes and dislikes and suggestions for improvement were sought. Our findings on each of the products are presented below.

**Section 9.1: ESSPIN Reports**

93. ESSPIN Reports are designed to capture programme progress and technical inputs on specific pieces of work within the four main work-streams. They are distributed electronically as part of the ESSPIN documentary series and are available online on the website or intranet depending on the nature of the report. ESSPIN Reports were rated highest on quality of presentation and stakeholders’ willingness to receive more of it. As Figure 9.1 shows ESSPIN Reports were rated overall on 4.7.

Figure 9.2: Stakeholders' Rating of ESSPIN's Reports



Usefulness of ESSPIN Reports

94. Judging by respondents’ comments, ESSPIN Reports have added value to its readers as their capacity has been built for improved service delivery. They have become a working tool; a guide for planning, a standard to follow in report writing and a reliable reference for all areas of ESSPIN’s interventions. It must be noted that most respondents’ comments were relevant to the (probably very) limited number of reports they had received or read from their own technical field. It is quite possible that some respondents are referring to field reports (especially those from government and civil society partners working with communities to develop School Based Management Committees) rather than the technical reports that feature in the main programme documentary series.

*It gives ideas on how to improve school programmes through management of school themselves, child-centered methods of learning*  
 Male Stakeholder (KDNLG), Kaduna

*It has helped us to accomplish our responsibilities. It helps us in focusing and addressing issues*  
 Male Stakeholder (SUBEB), Kano

*Useful for comparison of ratio of the boys to girls in school*  
 Male Stakeholder (SUBEB), Fatoye Francis, Kwara

*Very useful, especially when we have to translate it to our work in the community*  
 Male Stakeholder (Defense for Children Int’l), Lagos

*Assists in addressing areas of inefficiencies and also assisted us in working in partnership with ESSPIN*  
 Male Stakeholder (SUBEB), Lagos

*Whatever we read from the report we discuss it and implement. It helps us to plan our work*  
 Female Stakeholder (MOE), Lagos

Likes about ESSPIN Reports

95. Stakeholders' likes about ESSPIN Reports border on its simplicity, comprehensive information on programme implementation and professionalism displayed in its presentation.

*I like the professionalism and the quality of the reports, ESSPIN Reports had impacted on some of our officers and their reports and the depth of the reporting has improved.*

Male Stakeholder, (SUBEB), Jigawa

*You see ... like I initially told you, we were lacking in focus prior to their coming and when they came onboard and began to collaborate with us, the reports has not only served as an informative and educative aspect but it serves as a guiding material – a working tool for us at the SUBEB and LGEA – so the report is now being regarded and utilized by most of the Directors here at the SUBEB and even down to the LGEA as a working tool for us to be able to replicate the experience we've shared with ESSPIN.*

Male Stakeholder, (SUBEB), Kaduna

*Contains whole information on implementation and feedback from the community. Information is very relevant for use in the community*

Male Stakeholder (Defense for Children Int'l), Lagos

*You see, it is self-explanatory ... inasmuch as you go ... as I have said, self-explanatory and a comprehensive working tool; because for instance, look at the case of the SBMC guide book, which was developed by the members of the STT under the guidance of the ESSPIN ... now you see, that particular book which we later translated to Hausa in Kaduna State is now being used anywhere you go, any SBMC member you pick is going to tell you directly what is there in the book and is only trying to practicalize it.*

Male Stakeholder, (SUBEB), Kaduna

*Before we were planning blindly but now we have credible data, we are able to say this is the actual number of children we have in the schools, this is the number in J.S.S. in basic education in primary one, and this and that, that will help us also in our planning equally in the publication we see class room ratio, you see also how many children we have in the class, how many chairs in the class, the accommodation problem, even the toilet facilities, water points those things are indicated there. And when that is the case? At a glance you see the challenges and you now know how to guide the government in your own MEMO because here we act as professional advisers to the permanent secretary and to the commissioner.*

Female Stakeholder (MOE), Enugu

*It is useful particularly when it brings experiences from other states, so that we will be able to compare our performance against other states*

Male Stakeholder, (SUBEB), Jigawa

*Well to tell you the truth, is a reflection of what is on the ground, yes.*

Female Stakeholder (MOE), Enugu

*Now, what I like about ESSPIN Reports is that, when reporting they report in all aspects of their programmes and they allow you to criticize their reports.... They report on all the programmes they have undertaken – programmes of schools, programme on communication, programme of infrastructure, programme of hygiene and so on and so forth; and they allow you to give a feedback on how you look at the report in its totality.*

Male Stakeholder, (SUBEB), Kaduna

96. Notwithstanding respondents' compliments about ESSPIN Reports, some felt its distribution is not wide enough and they are not in the local language for those who do not understand the English language.

*What I do not like about ESSPIN Reports, I think, is that, it is not distributed to cover all our stakeholders ... the number of copies are very limited, so I am looking for a situation where the report can go down, even to our various class teachers, so that they can really see what is going on about the ESSPIN programme. So, it should not only be limited to school administrators, it should even go down to primary school teachers, even go down to the community – even the community can have a glance on the activities of ESSPIN.*

Male Stakeholder, Kaduna North LG

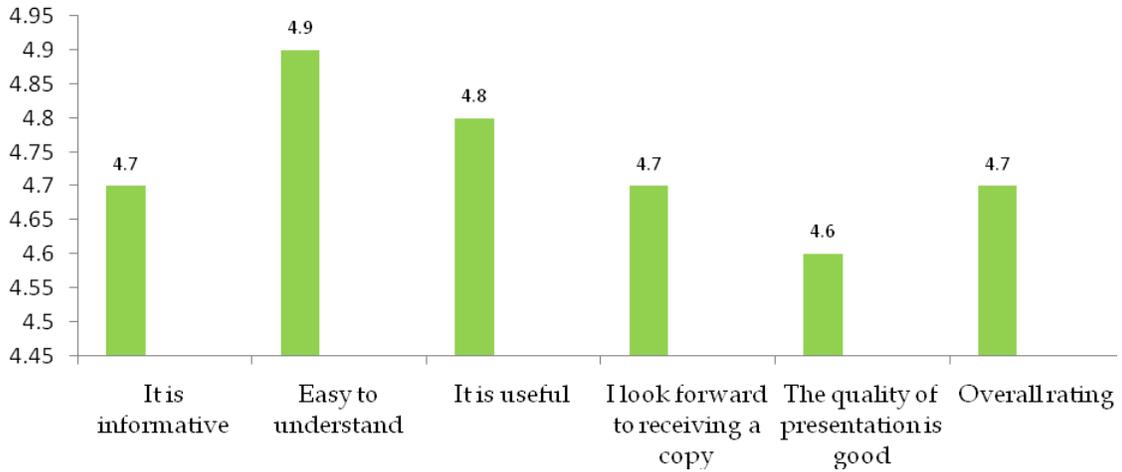
*I think ... what should be done to improve it is that, the report should cover other... wide range of activities, like, for example, it should cover even the issue of competitions that has to do with debating competition, these are some areas that have not been very much well covered even areas like extra – curricular activities should be looked into... like football, athletics and other sporting activities – these are some areas that I felt should be looked into as well.*

Male Stakeholder, Kaduna North LG

**Section 9.2: ESSPIN Experiences**

97. ESSPIN Experiences is a summary of the challenges ESSPIN is tackling in the relevant technical areas. It explains the programme’s approach and methodology and progress made. The Experiences are intended to promote programme learning and best practices, to inspire and inform similar future initiatives and provide a comprehensive record of ESSPIN’s progress and evidence of impact.

Figure 9.3: Stakeholders' Rating of ESSPIN's Experiences



98. According to ratings by stakeholders in Figure 9.2 ESSPIN Experiences was rated highest on “Easy to understand”, followed by its “usefulness”. Overall, the product is rated 4.7, an indication of wide acceptability among the target audience.

Usefulness of ESSPIN Experiences

99. The usefulness of ESSPIN Experiences can be found in the value it has added to stakeholders’ work as reflected in the comments below.

*It builds individual capacity to do his/her official job, especially in the area of Education Management Information System (EMIS)*

Male Stakeholder (MOE), Jigawa

*It has brought so many changes to me in the areas financial and partnership issues. It has served as a mirror, helping SUBEB to make positive adjustments to teaching and learning in our schools*

Male Stakeholder (SUBEB), Kaduna

*It has helped us a great deal in the area of translating what I’ve read into use in the community. For example in the area of handling relationships*

Male Stakeholder (Defense for Children Int’l), Lagos

*It shows us where we are and where we are supposed to be, bringing about a change of approach in schools management*

Male Stakeholder (KDNLGA), Kaduna

*It lends support to issues we have been trying to address. It reinforces our views and advocacy positions*

Male Stakeholder (Educational Research Development Centre), Kaduna

*It helps our organization to be more vibrant in terms of reaching out to the community and it has created a great impact in the educational sector*

Male Stakeholder (Health, Education and Youth Development), Lagos

### Likes about ESSPIN Experiences

100. The high rating of the product is corroborated by the likes expressed for it by stakeholders. Some respondents described the product as a reliable document that has exposed them to modern and better ways of doing things.

*It is very useful and enriching to me and it is also current and scientific based on real experience on the ground, it is not fabricated*

Male Stakeholder, (SUBEB), Jigawa

*Experience has made available for us, I mean it has brought consultants of international repute that had impacted on our world views on the way we do our things and the way we look at our works, and all this is the product of what this consultants have in themselves, they are highly professionals therefore we are gaining experience, that we would otherwise not get inside Jigawa unless you travel outside, so we are benefiting from that.*

Male Stakeholder, (SUBEB), Jigawa

*All experiences shared are localized and relevant for our use in the community*

Male Stakeholder (Defense for Children Int'l), Lagos

*Every day it makes me look more modernized – when I say modernized, the ESSPIN Experiences have made me to deviate from our past culture of monitoring the schools, past culture of imposing things on the community or on the schools ... ‘do this’ but rather the Experiences have made us to dialogue, share views, shares ideas with the communities on an issue that government wants to introduce.... We need to seek their opinions, if there are adjustments, we get it adjusted ... because without which that slogan “Education for all” is being abused ... but for it to work we have to carry everybody along – so, the ESSPIN Experiences has made me to drop the local ... the orthodox system of my conducting affairs, particularly in the social mobilization department.... We go out there, share views with the communities, tell them about the whole thing, sit*

*down and hear their own ideas; this is the only way we can get them involved, participate and contribute positively.*

Male Stakeholder, (SUBEB), Kaduna

*The capacity building in ASC (Annual School Census) and M&E. It has changed my approach to effecting change by learning to dialogue rather than imposing it on the end users*

Male Stakeholder (SUBEB), Kaduna

*What I like about ESSPIN Experiences was that, it really gives a true picture of our present or contemporary positions or situations and the way forward – how we can improve on it.*

Male Stakeholder, Kaduna North LG

101. Despite the accolades about ESSPIN Experiences, respondents made some complaints about the product. Some were not comfortable with some areas of the content of the product, which is shown below in their comments.

*It exposes some inadequacies which superior officers frown at*

Male Stakeholder, Kaduna North LGA

*The pupils sitting on the stone on the front page of ESSPIN Experience is to some extent not true because 75% of our pupils don't sit on stones*

Male Stakeholder (SUBEB), Kano

102. Probably because of the above complaints, they suggested being carried along in the production of future editions of the product.

*What should be done to improve ESSPIN Experiences is that, sometimes before such experiences are released to the public, there should always be a gathering of stakeholders – all those that experiences touches – to discuss ways and means of releasing such experience to the public.*

Male Stakeholder, Kaduna North LG

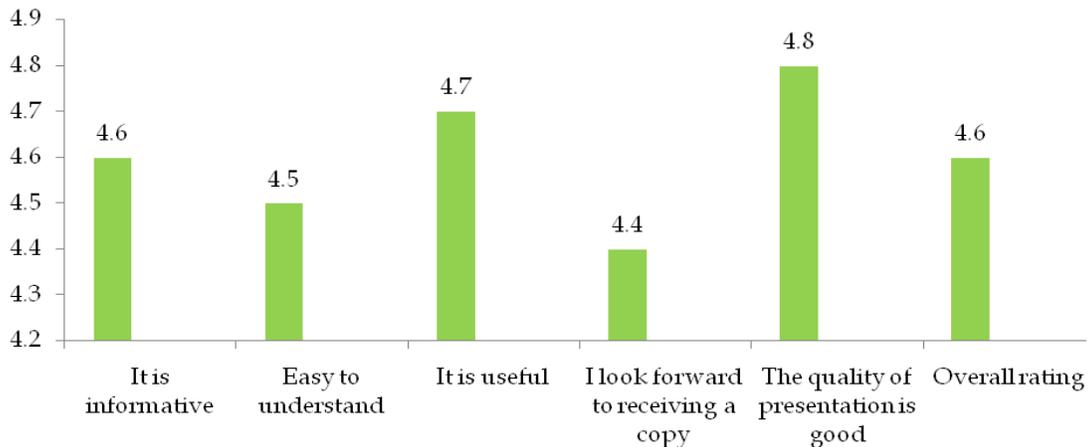
103. Other suggestions for improvement of ESSPIN Experiences are:

- Production of versions in local languages
- Increase in quantity supplied

### **Section 9.3: ESSPIN Briefing Notes**

104. These are information sheets that describe ESSPIN's programme wide approach to delivering key elements of the programme. They are based on more complex and longer technical papers.

Figure 9.4: Stakeholders' Rating of ESSPIN's Briefing Notes



105. ESSPIN briefing notes was rated highest on the quality of its presentation followed by its usefulness. Overall, it was rated 4.6. Respondents' comments below confirm these ratings. ESSPIN Briefing Notes are liked for the simplicity, good presentation, and regarded as a reference material. However, respondents want more copies of the publication to go round and timely too.

*Whatever topic subject they take, they take from the basics, they make it easy for us to understand it.*

Male Stakeholder, (SUBEB), Jigawa

*I like the presentation, and the simplified aspect of the language, because I remember that I read a material last week and I had to keep dictionary by my side, by the time I look up one word I will lose strength, that is not communication to me. The essence of communication is to get the language to the grass root, so that anybody that read it will understand or comprehend.*

Female Stakeholder (LPWD), Enugu

*The technicality help us ...because at time when you are in education is good to also go technical, education too is a profession, and so when engineers talk professionally, you don't follow them immediately, now in education, we talk in plain language and express ourselves fully.*

Female Stakeholder (MOE), Enugu

*I will say very very useful. I have to tell you something, after going through some of the news materials I got from ESSPIN, I was able to do a story where I captured pupils studying under the tree. Before now I never knew I could do something like that until I started going through the materials from ESSPIN. So that has encouraged me you know. It actually emboldened me to start looking for materials like that because somebody will say it is a common thing for pupils to be studying under trees, no toilets, the classrooms are leaking, no desk, in-fact*

*no facilities. But when ESSPIN came in with..... we have to change this attitude, some of us became involved too.*

Male Stakeholder (The Guardian), Enugu

Dislikes about ESSPIN Briefing Notes

106. The main complaint about this product was that there are not enough copies

*The only thing is that the document should always reach all the stakeholders on time and should be printed enough ... to reach every person - to reach stakeholders.*

Male Stakeholder, Kaduna North LG

*Their non-availability of adequate copies to go round; since I said it serves as a reference material if they are not made available it might not get to... that is it. Enhance its richness and quantity of the copies bearing in mind the type of people ESSPIN is dealing with.*

Male Stakeholder, (SUBEB), Kaduna

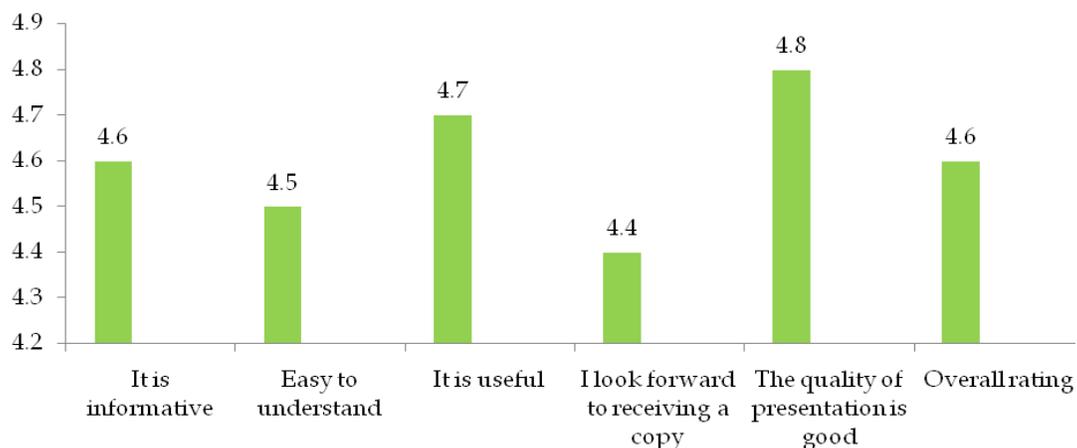
107. Suggestions for improvement of ESSPIN Briefing Notes include:

- Timely distribution
- Increase in number copies supplied
- Translation in Hausa language for better understanding, according to two stakeholders from the North
- Include more facts/information from the south or other geo-political zones and not lay too much emphasis on the north

**Section 9.4: ESSPIN Evidence of Impact**

108. ESSPIN Evidence of Impact documents are state by state round ups of short examples of ESSPIN’s impact, notably at school and community levels with some state level content.

Figure 9.5: Stakeholders' Rating of ESSPIN's Evidence of Impact



109. ESSPIN Evidence of Impact was rated highest on the quality of its presentation (4.8). As the comments below reveal, the product's main attraction is the simplicity of language, the coverage of impact of intervention, which some believe can still be improved upon.

*The simple language ... the simplicity of the language used is one among the things that I like most because even a junior officer, or if you go to the classroom, a new teacher can read and comprehend.*

Male Stakeholder, (SUBEB), Kaduna

*It is very useful in every sense because whatever they penned down is actually what they found on ground.*

Male Stakeholder, (LWPD), Enugu

*Specifically, what I like about the ESSPIN Evidence of Impact is that, at least it has shown how ESSPIN has been able to collaborate with the community, with the stakeholders in order to bring about improvement in our school structures... in our school method of teaching and learning and also in our school administration.*

Female Stakeholder (MOE), Enugu

*It gives the feedback from the community i.e. what the community has benefited from the programme. They come in story form and that makes reading it encouraging. The stories are relevant and most often we can share them in the communities with the aim of having them influenced positively by it*

Male Stakeholder (Defense for Children Int'l), Lagos

*It explains all that has been achieved and the procedures to accomplishing them*

Male Stakeholder (SUBEB), Lagos

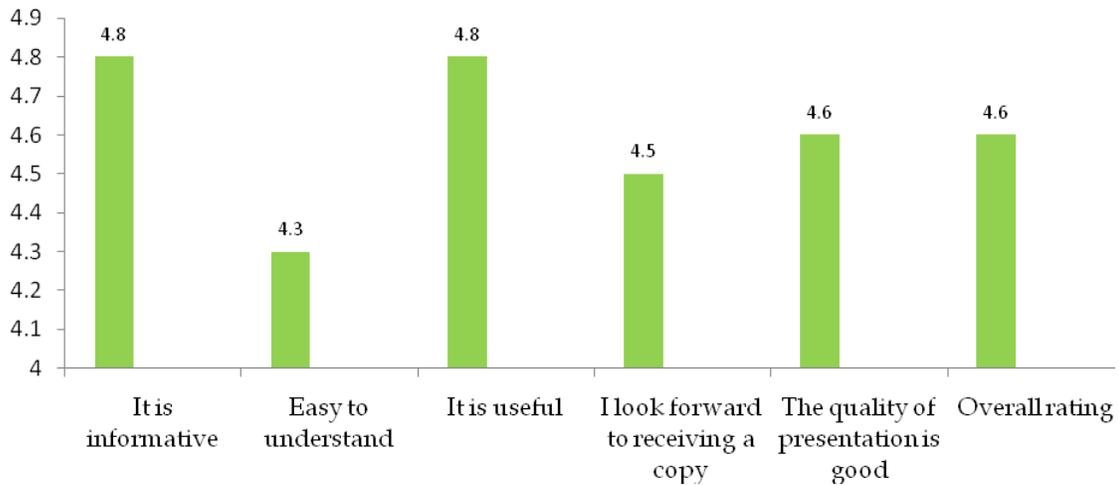
#### Dislikes about ESSPIN Evidence of Impact

110. The few respondents who expressed their dislikes mentioned inadequate copies for distribution. A stakeholder from the north felt that ESSPIN should make use of the picture of members of their community to make it more acceptable.

#### **Section 9.5: ESSPIN Case Studies**

111. This is a standalone example of ESSPIN's impact from a personalized perspective of an individual or small group of beneficiaries moving back to illustrate programme and wider development context. The ratings in Figure 9.5 shows that ESSPIN's Case Studies' main attraction to the readers is its usefulness, probably arising from the quality of its information.

Figure 9.6: Stakeholders' Rating of ESSPIN's Case Studies



112. Respondents are appreciative of the fact that case studies showcased reveal what is working, what is not and what they can learn from other states.

*It brings out the true nature of things It helps ... let me give a simple example – when they came on board and we were willing to collaborate to service our SBMCs they embarked on a kind of visitation to schools, where a case study was made about 9 schools, 3 from each Senatorial District – that case study portrayed the actual true nature of what the SBMCs were as at that time; they remained SBMCs on paper and were not functioning while we were here seated thinking that things were going on out there right. So, the Case Studies actually bring out the true nature of things as it affects whatever given situation is being assessed,,, They are very, very objective in their findings and bringing out the outcome.*

Male Stakeholder (SUBEB), Kaduna

*What I like about ESSPIN Case Studies is that, it has been able to show the true picture of our school environments, which cover the teachers, the Head Teachers and so on and so forth - gives a true picture ... a vivid picture of what is obtainable in our school environments.*

Male Stakeholder (SUBEB), Kaduna

*It gives room for one to know the actual problems facing the educational sector in the community thereby assisting in proffering solutions*

Male Stakeholder (Health, Education and Youth Development), Lagos

*Most of the case studies are relevant to the work at hand in the communities*

Male Stakeholder (Defense for Children Int'l), Lagos

*Yes, like when we are doing state level visioning we saw also lessons from other states. Like where SBMC have fared in other state, the stages they went through before they got to where they are, when we look at all that we see we are not alone. Seeing things for ourselves, we now have a hope that one day our own will be better.*

Female Stakeholder (MOE), Enugu

*What I do not like is that, if in a situation where case studies will be conducted for objectivity nothing will stop ESSPIN from liaising with the Board before embarking on such... courtesy demand, we will not, nobody will misdirect them from here ... but if we could be involved and the Chief Executive is approached, fully intimated on the mission, it's going to be helpful because if for nothing else, it will make him sit up.*

Male Stakeholder (SUBEB), Kaduna

*Yes ... but you see, the copies are not all that sufficient and the little we have ... we share ... most of the Directors have a copy each on their tables which contains all the activities of ESSPIN.*

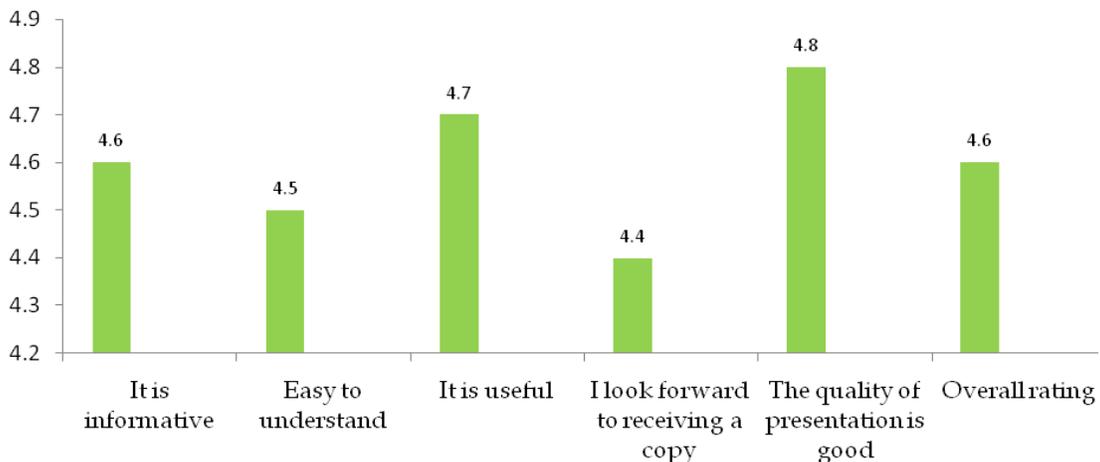
Male Stakeholder (SUBEB), Kaduna

113. Stakeholders suggest ESSPIN develops case studies from within their community which can be easily reached. They also request the number of copies distributed is increased.

**Section 9.6: ESSPIN Express**

114. Formerly known as ESSPIN Newsletter, ESSPIN Express is a digest of ESSPIN developments and results and a vehicle for carrying other material (e.g. case studies, evidence of impact and briefing notes to a wider audience. ESSPIN's own ESSPIN Express Readers' Survey Report is included as Annex 6

Figure 9.7: Stakeholders' Rating of ESSPIN's Express



115. ESSPIN Express was given an overall rating of 4.6. It was rated highly on the quality of presentation and its usefulness. These attributes are reflected in the comments by stakeholders below. Respondents saw the product as a source of information for ESSPIN's intervention in the 6 focal states.

*Like I mentioned much earlier, I said, it talks about every participating State, it reflects on some areas they have an impact or have made an impact to have a turnaround in the educational sector and you know about other State and be able to help to give foresight about what other States are doing as well as my State.*

Male Stakeholder (MOE), Kaduna

*Easy to understand and straight forward and carrying quotable quotes of strong education stakeholders*

Male Stakeholder (Hilltop Foundation), Kwara

*Well, what I like is that, it has shown what ESSPIN has been doing to support the development of education in all the focal States. It has also shown how collaboration is going on between ESSPIN and different communities in Nigeria to bring about the progress and development of education in Nigeria and how they have been improving the school activities so that the schools can produce successful pupils.*

Male Stakeholder (SUBEB), Kaduna

*The layout and the content and then the arrangement of the news items.*

Male Stakeholder (SUBEB), Kaduna

*It makes us understand and see things at our own level and so also teachers; it makes them to understand what is their own, you know, dissemination of information between the Board and the teachers and the community and vice versa ,, Dissemination of Information across the whole strata of government, be it Federal up to the community level.*

*This Express kind of gives information of what should be the case and the situation on ground, and when you go through it you will be able to see, it gives direction to every reader.*

Female Stakeholder (MOE), Enugu

116. Regarding respondents' dislikes, they felt the coverage was not wide enough, copies are inadequate and some felt it's more of self-accolade by ESSPIN rather than challenges of implementation. Moreover, stakeholders from the Southern part felt that the content is skewed in favour of the Northern part of the country.

*Yes, the content is narrow - it's not that I don't like it but I want them to improve by adding contents on other aspects they are capturing or they are supporting. Insufficient copies to be distributed to people.*

Male Stakeholder (SUBEB), Kaduna

*It generally and largely applauds achievements of ESSPIN rather than challenges*

Male stakeholder (Educational Research Development Centre), Kaduna

*Most of the information, changes, etc comes from the northern part of Nigeria*

Male Stakeholder (Defense for Children Int'l), Lagos

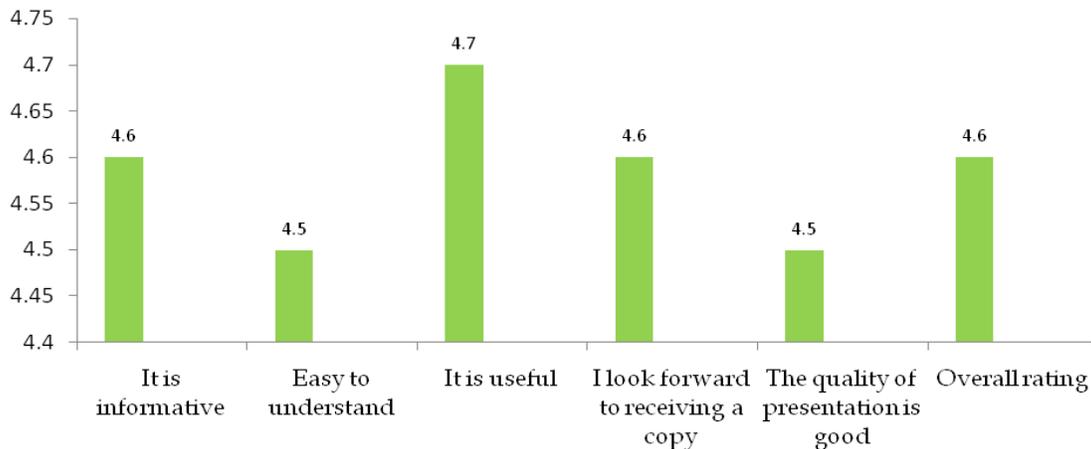
117. For improvement, stakeholders want ESSPIN to address the complaints highlighted above.

118. ESSPIN's own ESSPIN Express Readers' Survey Report is included as Annex 6

**Section 9.7: ESSPIN Leaflet**

119. ESSPIN Leaflet is a brief and easy to read introduction to ESSPIN.

Figure 9.8: Stakeholders' Rating of ESSPIN's Leaflet



120. Respondents didn't have much to say about this product but it was rated highest on its usefulness. The language of presentation was described as simple, giving basic information about ESSPIN and clearly states the aims/goals and objectives of the programme.

*The quality of the leaflet it impressive, it is encouraging; it is presented in concise form in small leaflets.*

Male Stakeholder, (SUBEB), Jigawa

*The way they define their terms is simple, and as you are going you see how it is unfolding and you see even greater picture of the concept.*

Female Stakeholder (MOE), Enugu

121. The following suggestions were made for its improvement.

- Translation into local language
- Timely distribution and in adequate quantities

**Section 9.8: ESSPIN Website**

Frequency of Use

122. Our findings on the use of the ESSPIN Website reveal low use of the facility by majority of the stakeholders. Out of the 24 interviewed, 14 reported that they have never visited the website. Three of them reported using it on the day of interview or the previous day. On frequency of use of the website, none of them reported it as a daily habit.

*Actually, it's an area where I don't have much idea. Not because I ... it's because I hardly visit websites. I have never visited the website.*

Male Stakeholder (SUBEB), Kaduna

*Yes, I went to visit it yesterday. There was a time I visited it, when they put up an advert that was the time I visited it.*

Male Stakeholder (The Guardian), Enugu

*I used it last week.... I always knew it was there but I am not very good with the computer, so it was only last week that I was communicated with and I went through and I saw almost the same content that was on the ESSPIN Express.*

Female Stakeholder (MOE), Kaduna

123. There were those who claimed to be hindered by lack of or malfunctioning computer required to visit the site.

*You see that is really the challenge we are having here. In as much as we try to be computer literate to some level, we have the challenge...our V-sat here is not yet good and in an attempt to go online we spend so much. At times your salary can't carry you. So we try to visit online once in a while and we can't take down all the information at once.*

*Eeeehhh let say it should be up to 3mnths. Look at it for yourself this is a director's office, no A/C, no fridge we are just working.*

Female Stakeholder (MOE), Enugu

*Yesterday I was to access it but I didn't because my system wasn't coming up easily so I felt uncomfortable. I was to look up an advert for my relation.*

Female Stakeholder (LWPD), Enugu

124. The few who use the site mentioned the following as the type of information they look for on it.

- Anything ESSPIN is involved in like reports, case studies
- The progress and impact made in other states for the purpose of comparison
- Current information on the situations in the sector
- State of schools in the Nigeria
- Information about new places where ESSPIN might be working in Nigeria
- Guidelines on how the foreign donors help to stabilize the educational sector
- Checking out for career links or openings

### Challenges in Using the ESSPIN Website

125. The main challenges reported had to do with users' computer terminals or slow speed in browsing which is usually a network problem.

### Like about ESSPIN Website

126. Likes expressed about the site include: colour combination, the visuals, captions and the easy access provided the network is good.

127. For improvement of the site, the main suggestion was regular updating of information. Other suggestions border on network issues which are outside the control of the programme.

## **Section 10: Impact of Messages Received from ESSPIN's Communication Products**

128. The thrust of ESSPIN's communication efforts is to sensitize the people to the need for basic education and spur them to take responsibility for provision of quality education for their children. Therefore, in order to identify the impact of ESSPIN's communication products on respondents, respondents were asked to indicate whether they have been adequately informed or not about their rights on basic education and responsibilities towards it.

- The vast majority of the respondents (93%) answered in the affirmative. They were further asked to state what action (s) they have taken as a result of the information they have received on basic education. Table 7.3 shows the responses elicited for this enquiry. Well over half of these respondents (57%) reported that they have encouraged others to send their children or wards to school. (It might be assumed that these respondents are already sending their own children to school). This action was more pronounced in Kwara (72.3%) and Lagos (64.2%). Another action taken that received sizeable, but lesser, mention was "send my children to school", also more pronounced in Kwara and Lagos; and "speak to others about basic education." Other actions taken are shown in the table 10.1 below.

**Table 10.1: Action (s) Taken as a Result of Information Received on Basic Education**

Responses	Total n= 1092 %	Enugu n=193 %	Jigawa n=195 %	Kaduna n=140 %	Kano n=180 %	Kwara n=191 %	Lagos n=193 %
Encouraged others to send their children to school	56.8	50.8	54.9	53.6	43.3	72.3	64.2
Send my children to school	42.1	40.9	44.1	34.3	36.1	47.1	47.7
Speak to others about BE	33.3	42.5	32.8	35	22.8	44.5	22.3
Visit the school	28.6	12.4	37.4	18.6	41.1	46.1	14
Support our schools with...	24.6	18.7	42.6	13.6	19.4	26.7	23.3
Speak to local leaders about basic education	20.8	17.6	37.9	12.1	16.1	20.9	17.1
Attend SBMC Meetings	17.9	9.8	23.1	19.3	21.1	25.1	9.8
Others	4.2	4.1	4.1	8.6	6.7	3.1	-

129. Beyond the pre-coded responses 4% of the respondents reported the following actions they claimed to have taken:

- Changed my thought towards basic education, for it is the foundation for any child
- Ensure that all materials that will hinder school attendance are provided.
- Help my child at home
- I have encouraged women not to relent in sending their children to school
- It has improved my teaching method
- I now do my work efficiently
- I have determined to give education to my child up to university level
- It makes everyone to sit up.

130. All the stakeholders were also asked to indicate the impact of the ESSPIN’s communication materials on members of the community. Analysis of all responses elicited on this enquiry yielded 3 categories of impacts. Firstly, below are actions parents/guardians have taken to send their children to school, get involved in monitoring their children’s education and encouraging others to do so.

*This programme has made it clearer to us that basic education is for all and that people should encourage their children to go to schools and also the inauguration of SBMC has made it a lot easier for the community participation in the education of our children*

Female FGD Respondent, Lagos

*Well, for me, I’ve been able to talk to some people about the importance of basic education that it should be taken seriously and that I believed has made some level of impact in the community.*

Female FGD Respondent, Lagos

*People do not send their children again to Lagos and Abuja to do house girl when they also can make their own children to live in those big cities by giving them quality education.*

Female FGD Respondent, Enugu

*We have seen a lot of improvement, since training up of children has taken a new turn. For since, we did not have the privilege to go to school our children will go. Also, proper up bringing/awareness has helped us to encourage our children to go to school. Some of us are now regretting why we did not attend school.*

Female FGD Respondent, Kaduna

*Like parent giving out their daughters to early marriage for financial gains. People now educate their children instead of selling them out that way*

Male FGD Respondents, Enugu

*Because of the level of exposure now, every parent is striving hard to make sure he produces graduates in their homes.*

Male FGD Respondents, Enugu

*It enabled me to send my children to school.*

Male FGD Respondents, Kaduna

*Even the children themselves have hunger for education as they see other kids from cities during Christmas speaking English they too want to go to school so that they can join others in the universities.*

Female FGD Respondent, Enugu

*I will say it has stopped some practices, like sending out the children to live with people as house helps, or leaving out the girl child while the boys attend school. So I will say awareness has help people to try their very best to send their children to school.*

Female FGD Respondent, Enugu

*In the past our children don't use to go to school, but the information has spurred us to encourage them.*

Female FGD Respondents, Kwara

*I will say level of exposure to the need of basic education is getting higher especially in rural areas where it used to be low. And it is now free education, parent look foolish when their children remain at home when other people children have gone to school so I will say there is that competition for educating children that is why people are striving hard to send their kids to private school where they believe they will get quality education.*

Female FGD Respondent, Enugu

131. Secondly respondent disclosed how greater awareness led to actions related to the monitoring of developments in their schools and being involved in their management.

*The community is aware and that's why the community members are now going up and down, they hold meetings on materials, they plan strategies to go about seeing that the infrastructure are put in place, to see that children are well taken care of so, we're now appealing that the government should help us the more, so that all these things could be achieved.*

Male FGD Respondent, Lagos

*It's good, they love it because it is not talking about bringing money into the school but how can they also be involved in supporting the school not only sending your children to school.*

Male stakeholder (CSACEFA), Kwara

*I will say like parents are reacting positively, they are happy about the changes observed in their children but there is something that the student came to report because we give them the opportunity to report what they don't want. They said that we stopped them from buying things [food] outside the school compound and we don't allow people to sell things to them in the school compound and we don't have school canteen. But the parents after we discussed with them insisted we should not allow it. Parents complained about the attitude of some teachers. They don't give their wards home work, this was after we met and told the parents to show interest, so they [parents] were able to know the teachers that give home work and those that don't. So we had to call the teachers to sit up because parents are watching them too.*

Female Stakeholder (LPWD), Enugu

*Go to LEA Primary School, Ali Dogo, here in Kaduna North – whenever there is going to be any renovation work in any given school, the Education Secretary will direct the Head Teacher ... the removed zinc, windows and the like will be kept in one place ... nobody has the right to touch them, the Education Secretary decides where they will be, he either sells or takes them to other schools where they will be in need but with the SBMC in place at Ali Dogo LEA Primary School, the Chairman of the SBMC along with his members stopped the movement of even a single nail out of the school. He said the properties belong to the school, so, even if the school has been fully rehabilitated they need those items, if not for anything, they can sell them, use the money to put in place one or two things that the school is lacking which government may not come and do. So, in that regard, I can tell you, the communication posters or whatever you call it, has helped in no small measure in reawakening the communities, making them to stand up and demand for their rights, it enables them to have a very strong voice that they can speak and stand for their community and it makes government to redress itself.*

Male stakeholder (SUBEB), Kaduna

*I visit them in their school to ask about their performance academically. Anytime, my children return from school I ask them for their assignments and we solve them together. I ask them what they did in school, I am now interested because they are my future. If any child doesn't go to school, he/she can become important figure in the society, so I want them to be greater than we.*

Female FGD Respondents, Kwara

*We have seen some changes in recent times. For instance, sometime ago, someone gave me some flyers to distribute to sensitize people that the business of basic education should not be left in the hands of the government alone but*

*that those who are financially buoyant should equally come up to assist in salvaging the educational system.*

Female FGD Respondent, Lagos

*Yes, we are now better informed. In the past we don't care much about what happens to our children but now we have a better understanding that we can't leave the education of our children in the hands of the government and teachers but now we know better that there's need for us to get involved in ensuring that the children have a better education.*

Female FGD Respondent, Lagos

*The communication materials in some communities make them aware of the exercise. Without these communication materials, many of them will not even know that ESPIN is carrying out any activity. It increases awareness generally.*

Male Stakeholder, (MOE), Kano

*Definitely it has been of benefit because now we have an increased enrolment ... we now have an increase in participation – our communities are now involved in our programmes, for example, the SBMC now whenever we call a meeting you will see the number of communities that attend such meetings... and now, even the communities whenever they see anything going wrong in the schools they call us to find what is going on unlike in the past where nobody says anything. If strangers come to schools now they don't cooperate with such strangers now until they find out whether the visitors are useful to the school programmes. All these things now show the involvement of communities as a result of this awareness.*

Male Stakeholder, (Hilltop Foundation), Kwara

*I now realized it is my responsibility to make my children's education my primary concern. I now visit my child's school regularly. I even gave my cell phone number to the teacher. Before my child doesn't go to school on market days but now it is compulsory for them.*

Male FGD Respondent, Kwara

*It has made the members of the community to have a very, very, very strong voice – at the initial stage, they were never involved, they never know how to come to the community, how to come to the government and even ask for their rights. Whatever comes they will just keep quiet – its government, but with these key messages, with these key communication leaflets and the like they are able to know that, this is our right, this is the limitation of government and the era of imposing things on us has gone, the era of having a voice speaking for the community going to demand for our rights has come.*

Male stakeholder (SUBEB), Kaduna

## Section 11: Media Usage

132. This section documents respondents' use of the mass media (radio, TV and newspaper) in terms of days of the week and time of patronage each day. This part of the study is to inform ESSPIN of audience behaviour and media reach to help estimate audience size and plan future communications work.

### Radio

133. Regarding the radio, about 60% of all the respondents reported that they listen to it every day of the week. Notably, Table 11.1A reveals the highest level of radio patronage in Kwara (77.4%) followed by Jigawa State (63.4%). Studies have shown that radio is the most accessible of all the mass media. This is confirmed by the data in Table 11.2.

134. Table 11.1B shows that radio listening is a habit more pronounced among the male subsample than their female counterparts as shown in Table 11.1B. The table also reveals that those in the rural areas are more likely to listen to radio than those in urban and semi-urban areas. The reverse is the case with television viewing and newspaper reading as will be shown later in this report. Table 11.1C reveals that listening to radio on a daily basis cuts across all literacy levels, though slightly higher among respondents with no formal education and graduates of tertiary institutions.

135. As would be expected the vast majority of respondents (82%) listen to the radio at home, some also listen to the radio at work, in public areas and when commuting from place to place. Table 11.3 shows the radio stations that respondents listen to most often. The data in the table shows that patronage of some stations is higher in certain locations than in others. This may be due to the strength of reception of such stations.

**Table 11.1A: How often listen to the radio**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Everyday	59.3	59.4	63.4	54.5	61.9	77.4	39.2
Almost everyday	6.8	5.4	6.4	5.6	14.9	3.1	5
5 days a week	6.7	3.5	9.9	6.6	12.9	1.5	6
At least once a week	8.4	14.9	2	16.2	4.5	7.2	6
At least once a month	.3	.5	-	-	-	1.5	-
Less frequently	8.5	11.4	17.3	1.5	3.5	6.7	10.6
Never	9.9	5	1	15.7	2.5	2.6	33.2

**Table 11.1B: How often listen to the radio by sex and location**

Responses	Total n=1198 %	Male n=677 %	Female n=521 %	Urban n=553 %	S-Urban n=397 %	Rural n=247 %
Everyday	59.2	65.1	51.4	53.7	63.7	64.4
Almost everyday	6.8	7.4	6	8.7	5.3	4.5
5 days a week	6.7	7.1	6.1	7.8	7.8	2.4
At least once a week	8.4	7.2	10	7.2	6.8	13.8
At least once a month	.3	.1	.6	.4	-	.8
Less frequently	8.5	6.9	10.6	8.1	9.1	8.5
Never	9.8	5.6	15.2	13.7	7.1	5.3
No response	.3	.4	.2	.4	.3	.4

**Table 11.1C: How often listen to the radio by level of education**

Responses	Total n=1,173 %	No formal educ. n=78 %	Pry Educ. n=154 %	Sec. Educ. =450 %	NCE/ Poly n=370 %	Tertiary N=121 %
Everyday	59.2	67.9	58.4	55	59.7	67.8
Almost everyday	6.9	9	4.5	6.9	7.8	5.8
5 days a week	6.7	1.3	3.9	7.6	7.8	7.4
At least once a week	8.4	2.6	11	9.3	7.8	6.6
At least once a month	.3	-	-	.2	-	2.5
Less frequently	8.7	7.7	11.7	8.2	10.5	1.7
Never	9.8	11.5	10.4	12.7	6.2	8.3

**Table 11.2: Where listen to the radio**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Public area	6.8	2	17.8	-	10.9	3.1	6.5
At home	81.7	82.2	97.5	78.3	91.1	83.6	57.3
At work	19.4	14.9	13.4	12.6	14.9	42.6	18.6
In the comm.	3.5	5.0	2.5	5.6	1	4.6	2.5
Others	1.7	1.5	1	2	3.5	-	2

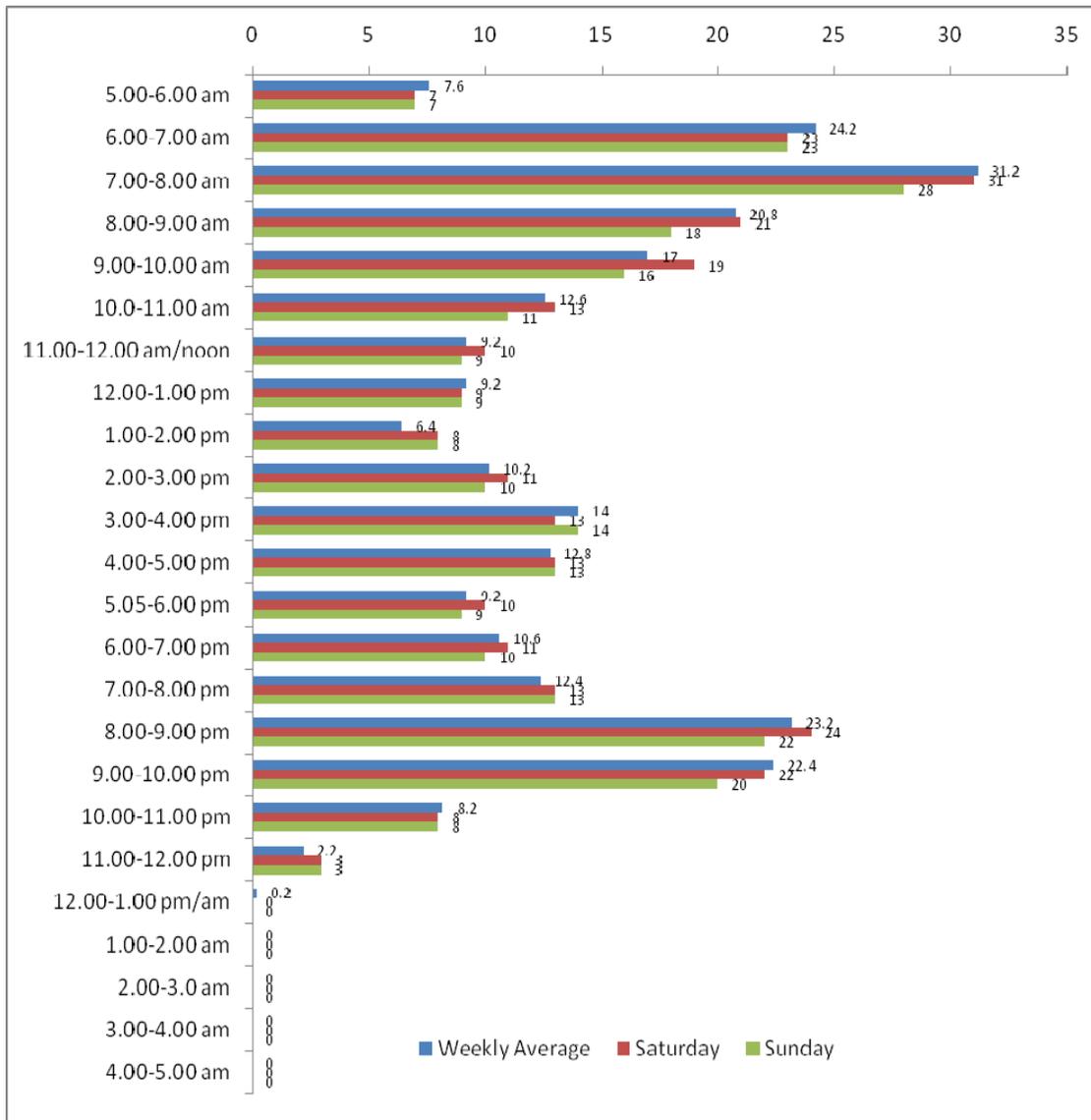
**Table 11.3: Radio station you listen to most often**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Brilla FM (88.9)	5.4	-	-	1.5	-	-	4
Top radio FM (90.9)	2.7	-	-	13.6	-	-	2.5
Bond FM (92.9)	2	-	-	1.5	-	-	10.6
Radio continental	1.8	-	-	-	.5	-	10.1
Choice FM	1.8					6.2	5.0
Tiwa N' Tiwa	3.4	2	-	-	-	-	19.6
Ray power	2.8	2.5	-	9.1	1.5	-	3.5
Coal city	5.8	34.7	-	-	-	-	-
Radio nig	13.4	39.6	-	24.2	.5	15.9	.5
ESBS	1.8	10.4	-	-	-	-	-
Radio kwara	6.9	-	-	-	41.0	-	-
Jigawa radio	7.9	-	4.6	-	1	-	-
Ahadaza FM	2.0	-	11.9	-	-	-	-
FM JH	.2	-	1	-	-	-	-
New world FM	1.7	-	8.4	-	1.5	-	-
Freedom radio	13.2	-	27.7	-	50.5	-	-
Pryramid	3.3	-	-	-	19.3	-	-
Kano FM	6.8	-	-	-	39.6	-	-
BBC Hausa	4	-	3.5	13.1	4.5	.5	-

136. Tables 11.4 – 9 (see Annex 1) shows the time of the day respondents from each of the states listen to the radio during the day. A cursory look at the tables shows a common pattern in radio usage. Few respondents listen to radio in the early hours of 5.00-6.00am; listening begins to rise from 6.00am and peaks between 7.00 and 8.00am and begins to decline till 12noon. From 12noon, probably being half of the day and the need to listen to news more people listen to the radio again. For the afternoon, radio patronage peaks between 4.00 and 5.00pm and begin to decline again. For the evenings, radio patronage begins to rise from 6.00pm and peaks between 9.00 and 10.00pm.

137. The pattern of radio listenership described above is confirmed in Figure 11.1. The chart shows average of percent of listeners for each time belt from Monday to Fridays (i.e. weekly average) plotted against those of Saturday and Sunday of a typical week.

**Figure 11.1: Time Listen to Radio - Weekly Average, Saturday & Sunday**



138. Respondents were asked to mention radio programmes they listen to more regularly than others. Table 11.10 shows the different categories into which programmes elicited were classified. Generally, as revealed in the table, respondents are more likely to listen to the news regularly. Notably, press/newspaper reviews emerged to be of high importance to respondents in Kwara and Lagos states.

**Table 11.10: Radio Programmes Watched Regularly**

Responses	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Features	4	91.6	24.7	14.3	39.5	50.3
Press review	-	2	-	-	17.4	14.6
News	72.3	29.7	47.5	28.7	39	12.1
Musical programmes	7.4	3	2.5	-	2.1	5
Sports	1.5	-	-	-	4.1	5
Others	5	-	3	3	8.7	3.5
Documentaries	-	-	-	-	2.1	-
Talk/discussion	2	1	2.5	-	-	-

### Television

139. Compared to radio, a lesser proportion of respondents (45%) claimed to watch TV on a daily basis (Table 11.11A). Disaggregation of data by sex and sector in Table 11.11B shows that men are more likely to watch TV than women. Furthermore, the habit of television viewing is higher in urban areas than in the semi-urban and rural areas. Disparities in income, electric power supply and modernization may not be unconnected with this finding.

140. Unlike the radio which is easily accessible, watching of the TV is done by the vast majority at home (73%). Very few watch TV at work or any other places. Table 11.12 shows the television stations that respondents patronize most. Like the radio, TV stations are likely to be patronized in specific areas than others probably due to strength of reception.

**Table 11.11A: Frequency of watching TV**

Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Everyday	45.1	55	29.7	54	15.8	62.6	54.3
Almost everyday	4.8	2.5	9.4	2.5	5.9	5.1	3.5
5 days a week	4.5	2.5	7.4	4.5	5	2.6	5
At least once a week	.3	-	-	.5	-	-	-
Less frequently	12.7	10.9	20.3	.5	18.8	8.7	16.6
Never	21.2	19.3	29.2	16.7	45.5		

**Table 11.11B: Frequency of watching TV by gender and location**

Responses	Total n=1198 %	Male n=677 %	Female n=521 %	Urban n=553 %	S-Urban n=397 %	Rural n=247 %
Everyday	45.2	45.9	44.1	53	37.3	40.1
Almost everyday	4.8	4.1	5.6	6.7	4.5	.8
5 days a week	4.4	3.4	5.8	6.5	3	2
At least once a week	11.4	11.1	11.7	10.1	14.9	8.5
At least once a month	.3	.4	.2	.4	.3	.4
Less frequently	12.7	13.3	11.9	13	16.1	6.5
Never	20.6	21.1	20	10.3	23.2	39.7
No response	.7	.6	.8	-	.3	.4

141. Table 11.11C reveals TV viewing is higher amongst the more educated, which may be related to levels wealth and TV ownership. It may also be deduced from this finding that those with no formal education, who are more likely to live in the rural areas, may not access TV due to lack of electricity power supply.

**Table 11.11C: Frequency of watching TV by Literacy Level**

Responses	Total n=1,173 %	No formal educ. n=78 %	Pry Educ. n=154 %	Sec. Educ. =450 %	NCE/Poly n=370 %	Tertiary N=121 %
Everyday	44.7	17.9	30.5	42.4	49.5	73.6
Almost everyday	4.8	2.6	1.3	6	5.7	3.3
5 days a week	4.6	1.3	1.9	5.3	5.7	4.1
At least once a week	11.3	5.1	11.7	13.1	11.9	6.6
At least once a month	.3	-	-	.4	.5	-
Less frequently	12.9	5.1	13.6	13.8	15.1	6.6
Never	21.4	67.9	40.9	18.9	11.6	5.8

**Table 11.12: Television station watched most of the time**

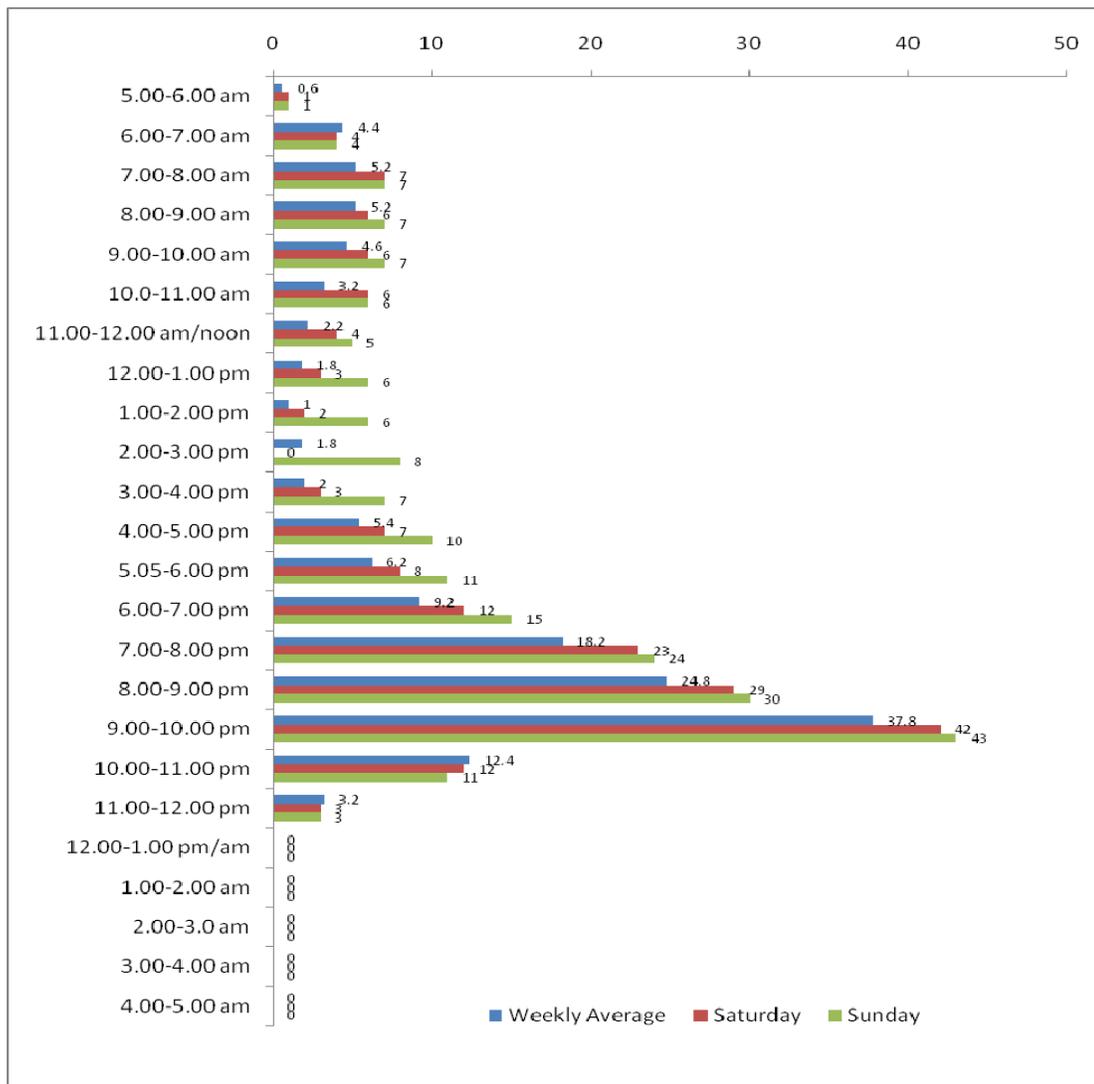
Responses	Total n=1198 %	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
NTA	17.4	2.5	3.5	14.4	30.3	19.5	7.5
AIT	10.1	4.5	-	.5	1.5	-	1.0
STAR TV	.6	.5	-	.5	1.5	-	1.0
GALAXY	4.5	-	-	-	-	-	26.6
MITV	2.0	-	--	-	-	-	11.1
STV	2	-	-	-	2.5	-	9.5
LTV	2.0	-	-	-	-	.5	11.6
CTV	1.3	-	-	-	7.4	-	-

Cable TV	2.5	1.5	.5	3	7.9	1	1
NTA Duste	10.8	-	63.9	-	-	-	-
NTA Ilorin	6.9	-	-	-	-	42.1	-
NTA Enugu	10.9	64.4	-	-	-	-	-
ETV	.8	5	-	-	-	-	-

142. Like the radio, time respondents watch TV also has a common pattern across the states as Tables 11.13-18 show. Few respondents watch TV in the early hours of the morning (6.00-9.00am). The proportion watching television begins to rise by 6.00pm and peaks between 9 and 10pm the same time the NTA Network News is on.

143. The pattern of television viewing described above is confirmed in Figure 11.2. The chart shows average of percent of listeners for each time belt from Monday to Fridays (i.e. weekly average) plotted against those of Saturday and Sunday of a typical week.

**Figure 11.2: Time Watch TV - Weekly Average, Saturday & Sunday**



### Television Programmes Watched Regularly

144. Respondents were asked to mention TV programme they watch regularly. Similar to our findings on radio, respondents watch news more than other programmes as shown in the results in Table 11.19. This finding tallies with the trend noticeable in Tables 11.13-18 (Annex 2). Respondents are more likely to watch TV around periods of news casting (7.00-8.00pm and 9.00-10.00pm).

**Table 11.13: TV Programmes Watched Regularly**

Item	Enugu n=202 %	Jigawa n=202 %	Kaduna n=198 %	Kano n=202 %	Kwara n=195 %	Lagos n=199 %
Features	14.4	25.7	29.3	19.3	21	42.2
Movies	-	1.5	-	-	-	24.6
News	53	56.9	42.9	40.6	53.8	17.6
Sports	1	.5	4	2.5	6.7	5
Musical programmes	-		-	-	-	2
Others	2.5	.5	1.5	6.9	6.2	-
Documentaries	3	15.8	3	-	5.6	-
Talk show	1.5	.5	8.6	-	-	-

### Newspapers

145. Off all the mass media surveyed, the newspaper is the least patronized by respondents. Just about a third (34%) of the 1, 198 respondents surveyed claimed to read newspapers nowadays. This finding confirms those from previous studies on media habits. High cost of newspapers has also been found to be responsible for low newspaper patronage.

146. Analysis of data by sex and sector yielded the results in Figure 11.3. Males are more likely to read newspaper than the female. This finding may not be unconnected with income disparity between men and women. In a typical household, the man may have access to more disposable income than the spouse. Besides, the marital and other household obligations may leave women with less time to read newspapers than the men.

147. Disaggregation of data by sector in the same table under reference reveals that reading of newspaper is more pronounced in the urban areas (40.9%) than semi-urban (30.5%) and rural areas (24.3%). This result is also a reflection of income and modernization disparity between the urban, semi-urban and rural areas. Figure 11.4 shows that reading of newspaper is directly related to ones level of education. That is, the higher the level of education, the more likely an individual will read newspaper.

148. Three newspapers, Daily Trust, The Punch and The Guardian, in that order (see Table 11.21) received more patronage than others. Another noticeable finding is that some newspapers receive more patronage in some sections of the country than others. Daily Trust seemed to

be having a strong showing in the Northern States of Jigawa, Kaduna and Kano. The Punch has a stronger footing in Lagos and Kwara States.

Figure 11.3: Whether read newspaper by gender and location

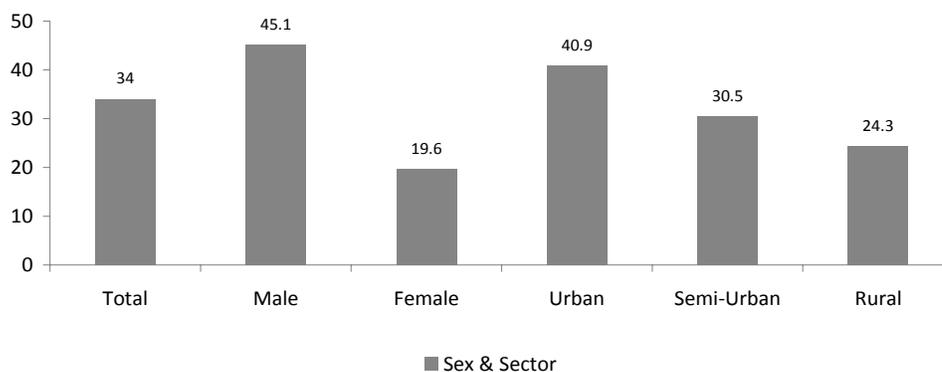


Figure 11.4: Whether read newspaper by literacy level

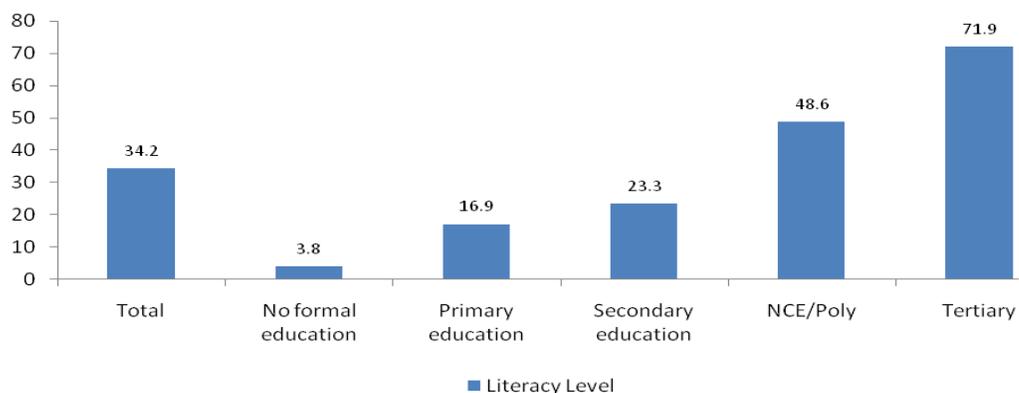


Table 11.14: Newspaper read nowadays

Responses	Total n=408 %	Enugu N=57 %	Jigawa N=64 %	Kaduna N=98 %	Kano N=33 %	Kwara N=105 %	Lagos N=51 %
Daily Trust	23.5	3.5	48.4	43.9	54.5	1	2
The Punch	17.4	3.5	6.2	4.1	3	32.4	51
The Guardian	11.3	1.8	4.7	9.2	9.1	20	17.6
Vanguard	3.7	8.8	3.1	5.1	6.1	1	-
The Nation	7.1	5.3	-	5.1	6.1	1	-
Champion	2.7	-	-	9.2	-	1	2
The sun	12	54.4	1.6	8.2	6.1	1.9	9.8
The star	1.2	5.3	-	2	-	-	-
Tribune	3.9	-	-	-	-	15.2	-
Jigawa News	4.7	-	28.1	-	3	-	-
Daily Independent	1.2	1.8	-	3.1	3	-	-
This Day	1.7	1.8	1.6	3.1	6.1	-	-
New Age	1	3.5	-	1	3	-	-

## Conclusions

149. All ESSPIN communications products have been recognised for their high quality and have been well received with demand generally exceeding supply.
150. From all indications, radio and the print materials (SBMC & SSIT handbills and posters) have proven to be the most effective media in ESSPIN information dissemination, though there is need to ensure printed materials are distributed (and reach the target audience). ESSPIN's efforts to be culturally sensitive in the production of communication materials and to produce localised versions are justified – with demand for more to be done in this regard.
151. The TV has not been as effective as these other media. The stakeholders admitted that they received SMS alerts about BSBN and TV Spots but could not watch them because of frequent electric power outage and the timing of the programmes which may not be suitable for them. It is recognised that, though relatively small, the TV audience is relatively influential.
152. Hannu Diyawa, the community drama, has proven to be an effective medium due to the cultural relevance of its cast and the entertainment embedded in it. The immediate engagement and inter-action with the audience is very powerful and produces a lasting effect. This and other evidences from this study underscores the fact that if the materials are widely circulated; and are culturally and religiously acceptable more impact will be made.
153. ESSPIN's mixed media approach has proven valid to ensure a wide reach across diverse audience groups.
154. Evidence abounds from this study that ESSPIN's communication materials have been impactful. On the part of the general public, they have been adequately informed about their rights and responsibilities regarding provision of basic education. Findings show that messages about "sending all of our children to school", "improved quality of teaching by trained teachers" and "greater community involvement in their schools" have sunk deep into the respondents hence the recurring of these messages. As a result of these messages a large majority of them (93%) have taken positive actions based on their new consciousness of the need for quality basic education. Such actions include "Encouraging others to send their children to school", "sending my children to school" and "speak to others about basic education, among others.
155. For ESSPIN's stakeholders the regular information and knowledge they receive from the programme, according to them, has increased their capacity and thus enhanced their productivity in their various positions. They also confirmed the positive change in attitude and behaviour of community members towards basic education.
156. This study confirms previous findings about media patronage in Nigeria. Radio is still enjoying the widest reach followed by the TV. The newspaper turned out to be the least patronized. The implication of this is that ESSPIN would have to rely more on radio as a medium for

effective dissemination of information. The strategic role of the radio could also be viewed from the fact that people in the lower socio-economic rung, who need more of the messages on basic education, are more likely to patronize the medium than others. Television might have been more effective in this regard because of the advantage of sight and sound it has over others; but the relatively low ownership and poor public power supply in the country makes it less effective than the radio.

157. News or news related programmes emerged to be the main attraction to majority of radio listeners and television viewers, an indication that future communication materials are likely to be more effective when targeted at periods around such programmes.

### Options and Next Steps

158. ESSPIN communication efforts in the six focal states have no doubt been impactful going by results from this study. However, this study has revealed the need to re-strategize ESSPIN's campaign with a view to achieving more impact on the target audiences. It is in the light of this we make the following recommendations.
- i) Increase in the quantity of print materials and ensuring a wider distribution for higher penetration. Respondents specifically suggested increase in the quantity of SSIT handbills and posters in schools.
  - ii) Despite wide acceptability of the print materials, FGD and IDI respondents raised two concerns regarding culture and distribution of the materials. Although the materials have been produced in local languages, but not distributed in the relevant states. It was also possible that some have only seen the English version and would have preferred the ones reflecting their culture and environment. In the light of this, cultural relevance should be factored into the development, production and distribution of future ESSPIN communication materials.
  - iii) The timing of the airing of the electronic materials needs to be reviewed in line with findings from media habit of respondents in this study. For instance, many of the stakeholders would like Gbagan Gbagan to be aired in the evenings instead of Saturday mornings. Periods around news or news-related programmes would be more effective in attracting the target audience attention.
  - iv) Due to unreliability of the public electricity power supply mentioned by quite a number of respondents, ESSPIN may consider, as they have suggested, production of the electronic materials (Gbagan Gbagan, TV Spots and BSBN) in CDs for mass distribution. With this, they can always watch or listen to these programmes at their convenience with alternative power supply.
  - v) In order to increase the reach of the electronic programmes, ESSPIN should consider a pre-broadcast publicity for local versions of materials
  - vi) The TV communication materials have not been as effective as radio and the print materials obviously due to unreliable public electric power supply. As a result, ESSPIN

may consider the use of community theatre as an alternative medium in Enugu, Kaduna, Kwara and Lagos states. This suggestion is informed by the respondents' positive assessment of Hannu Diyawa in Kano and Jigawa state.

- vii) Although stakeholders interviewed in Kaduna State commended ESSPIN's communication efforts, they believe more impact could be achieved if their concerns are taken into consideration in the development of the materials. In the light of this, ESSPIN should, as much as possible, seek the inputs of stakeholders in each focal state for the development, production and distribution of future communication materials
- viii) Pre-testing of materials before finalization for production. A lot of issues bordering on misinterpretation of messages, non-acceptability of materials on culture and religious grounds would have been addressed if materials are pre-tested.

## Annex 1: Time respondents listen to radio on days of the week

### Time listen to Radio, Enugu State

Time listen to radio Enugu							
	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	3	3	3	3	4	3	4
6.00-7.00	27	29	29	17	25	28	29
7.00-8.00	31	30	31	29	31	36	29
8.00-9.00	14	11	12	18	13	15	11
9.00-10.00	8	7	8	10	9	12	8
10.0-11.00	7	7	7	8	8	12	6
11.00-12.00	5	5	5	6	5	13	6
PM Hours							
12.00-1.00	10	8	8	9	9	13	14
1.00-2.00	4	4	3	5	4	6	9
2.00-3.00	3	4	4	5	4	5	7
3.00-4.00	7	7	8	7	5	5	9
4.00-5.00	17	19	17	15	17	20	21
5.00-6.00	9	8	8	13	6	8	13
6.00-7.00	13	13	12	9	13	13	17
7.00-8.00	12	13	12	13	10	12	19
8.00-9.00	16	16	16	13	14	19	18
9.00-10.00	17	17	17	18	15	21	19
10.00-11.00	5	5	5	9	5	5	6
11.00-12.00	-	-	1	4	1	1	1
Midnight							
12.00-1.00	-	-	-	1	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	1
4.00-5.00	-	-	-	-	-	-	1

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Enugu State - 202.

**Time listen to Radio, Jigawa State**

Time listen to radio - Jigawa							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	5	5	5	5	5	4	5
6.00-7.00	25	20	21	17	16	17	17
7.00-8.00	30	21	21	19	20	21	22
8.00-9.00	15	17	14	17	14	19	15
9.00-10.00	9	7	8	9	10	14	13
10.0-11.00	8	11	8	9	12	10	11
11.00-12.00	5	5	5	4	6	7	6
PM Hours							
12.00-1.00	9	9	9	7	7	5	6
1.00-2.00	9	9	8	8	9	9	9
2.00-3.00	18	17	16	16	19	16	17
3.00-4.00	20	23	21	19	21	16	18
4.00-5.00	11	13	13	11	12	12	12
5.05-6.00	7	8	8	7	5	10	7
6.00-7.00	7	9	8	7	5	8	6
7.00-8.00	7	7	7	5	9	10	7
8.00-9.00	16	17	19	18	17	19	18
9.00-10.00	25	25	27	27	23	24	23
10.00-11.00	6	6	5	6	6	7	7
11.00-12.00	3	3	3	4	3	4	4
Midnight							
12.00-1.00	-	-	-	1	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	1	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Jigawa State - 202.

## Time listen to Radio, Kaduna State

Time listen to radio – Kaduna							
Days of the week							
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	14	13	13	13	13	14	13
6.00-7.00	36	34	35	34	35	35	30
7.00-8.00	39	38	38	38	14	40	35
8.00-9.00	22	22	22	21	24	24	20
9.00-10.00	13	13	12	11	13	15	12
10.0-11.00	8	8	7	9	9	10	7
11.00-12.00	6	6	6	7	7	1	6
PM Hours							
12.00-1.00	5	5	5	5	5	5	5
1.00-2.00	3	3	3	3	4	3	3
2.00-3.00	3	2	2	2	3	2	2
3.00-4.00	4	4	4	4	5	5	5
4.00-5.00	10	10	9	9	11	11	10
5.05-6.00	9	9	8	9	10	10	8
6.00-7.00	12	11	11	11	14	13	10
7.00-8.00	18	18	17	17	20	20	17
8.00-9.00	23	22	21	21	25	24	22
9.00-10.00	19	18	18	18	22	21	18
10.00-11.00	10	9	9	9	9	9	8
11.00-12.00	4	3	4	4	4	5	4
Midnight							
12.00-1.00	-	-	-	-	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	1
3.00-4.00	1	1	-	1	1	1	1
4.00-5.00	1	1	1	1	1	-	1

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kaduna State - 198.

**Time listen to Radio, Kano State**

Time listen radio - Kano							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	11	9	8	6	7	5	4
6.00-7.00	23	20	20	16	18	13	12
7.00-8.00	29	23	26	23	23	17	16
8.00-9.00	33	24	27	21	24	25	25
9.00-10.00	34	31	30	27	30	30	30
10.0-11.00	30	29	28	26	27	28	26
11.00-12.00	27	26	26	22	25	23	23
PM Hours							
12.00-1.00	14	16	14	13	13	15	15
1.00-2.00	14	13	12	12	12	15	15
2.00-3.00	23	21	18	17	18	23	20
3.00-4.00	25	22	19	15	19	21	19
4.00-5.00	18	15	16	14	14	17	13
5.05-6.00	20	15	14	13	13	16	12
6.00-7.00	17	18	15	13	15	17	11
7.00-8.00	27	28	24	24	27	22	20
8.00-9.00	47	46	44	44	42	41	38
9.00-10.00	46	43	43	42	42	41	38
10.00-11.00	12	10	11	10	9	7	7
11.00-12.00	2	1	2	1	2	3	2
Midnight							
12.00-1.00	1	1	1	-	1	2	2
1.00-2.00	1	1	1	-	1	1	1
2.00-3.0	-	-	1	-	-	-	-
3.00-4.00	-	-	1	-	-	-	-
4.00-5.00	-	-	1	-	1	-	1

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kano State - 202.

**Time listen to Radio, Kwara State**

Time listen radio - Kwara							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	14	14	14	6	14	14	14
6.00-7.00	27	26	25	16	26	26	26
7.00-8.00	36	36	36	30	36	35	37
8.00-9.00	19	19	18	29	20	19	17
9.00-10.00	27	27	27	19	27	27	26
10.0-11.00	9	10	10	22	10	10	8
11.00-12.00	7	7	7	9	7	6	7
<b>PM Hours</b>							
12.00-1.00	9	8	8	8	9	8	8
1.00-2.00	9	8	8	7	9	9	9
2.00-3.00	11	10	10	9	11	10	11
3.00-4.00	28	28	28	18	27	28	28
4.00-5.00	16	16	16	22	16	17	16
5.05-6.00	9	8	9	14	8	9	9
6.00-7.00	12	12	12	10	12	12	12
7.00-8.00	10	10	10	11	12	9	10
8.00-9.00	33	33	33	22	33	33	34
9.00-10.00	20	17	18	27	18	17	17
10.00-11.00	13	13	12	16	12	13	13
11.00-12.00	3	3	3	7	4	3	3
<b>Midnight</b>							
12.00-1.00	5	5	5	2	5	5	5
1.00-2.00	-	-	5	5	5	-	-
2.00-3.0	-	-	-	5	-	-	-
3.00-4.00	-	-	-		-	-	-
4.00-5.00	-	-	-		-	--	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kwara State - 195.

**Time listen to Radio, Lagos State**

Time listen to radio - Lagos							
Days of the week							
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	3	-	3	3	3	3	3
6.00-7.00	21	21	19	19	20	20	21
7.00-8.00	39	38	36	36	38	34	30
8.00-9.00	28	26	27	27	27	26	19
9.00-10.00	18	17	18	17	19	15	10
10.0-11.00	8	7	9	9	9	8	6
11.00-12.00	8	6	6	7	7	5	4
<b>PM Hours</b>							
12.00-1.00	12	9	10	9	9	6	5
1.00-2.00	11	9	10	8	8	5	4
2.00-3.00	10	8	9	8	9	6	5
3.00-4.00	7	6	7	6	6	5	5
4.00-5.00	7	5	6	5	5	3	3
5.05-6.00	5	4	5	4	6	4	3
6.00-7.00	5	4	4	4	5	4	4
7.00-8.00	5	5	4	5	4	5	4
8.00-9.00	10	9	8	7	8	7	4
9.00-10.00	10	10	10	8	9	6	5
10.00-11.00	5	5	4	5	5	5	6
11.00-12.00	2	1	1	1	2	2	3
<b>Midnight</b>							
12.00-1.00	-	-	-	-	-	-	1
1.00-2.00	-	-	1	1	-	-	1
2.00-3.0	-	-	-	-	-	-	1
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	1	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Lagos State - 199.

## Annex 2: Time respondents watch TV on days of the week

### Time Watch TV, Enugu State

Time watched TV Enugu							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	-	-	-	-	-	-	-
6.00-7.00	2	2	2	1	2	1	1
7.00-8.00	8	7	7	4	6	7	6
8.00-9.00	4	5	5	6	5	5	5
9.00-10.00	3	3	3	4	4	4	5
10.0-11.00	1	1	1	2	1	1	3
11.00-12.00	1	1	1	1	2	1	3
PM Hours							
12.00-1.00	1	1	1	1	1	5	12
1.00-2.00	-	-	2	1	-	4	10
2.00-3.00	-	-	1	1	1	6	14
3.00-4.00	1	-	1	1	1	7	13
4.00-5.00	4	4	4	2	5	10	17
5.05-6.00	2	3	3	5	4	10	20
6.00-7.00	10	10	10	7	12	18	25
7.00-8.00	21	21	20	14	21	29	30
8.00-9.00	35	33	32	26	33	42	45
9.00-10.00	54	53	53	39	52	57	60
10.00-11.00	10	11	10	32	10	11	11
11.00-12.00	3	4	4	8	3	4	3
Midnight							
12.00-1.00	-	-	1	1	-	-	-
1.00-2.00	-	-	1	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Enugu state - 202.

**Time Watch TV, Jigawa State**

Time watch TV - Jigawa							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	1	1	1	1	-	1	2
6.00-7.00	18	14	8	5	9	8	9
7.00-8.00	12	10	8	8	7	7	6
8.00-9.00	4	5	6	5	4	7	7
9.00-10.00	1	4	5	3	3	5	6
10.0-11.00	-	1	1	1	2	3	5
11.00-12.00	-	-	-	1	2	2	2
PM Hours							
12.00-1.00	1	1	1	1	1	-	1
1.00-2.00	1	1	1	1	1	1	1
2.00-3.00	2	2	2	1	2	3	2
3.00-4.00	2	2	3	3	3	3	3
4.00-5.00	7	8	8	6	4	5	6
5.05-6.00	5	5	3	3	3	3	3
6.00-7.00	5	5	5	4	5	4	4
7.00-8.00	2	3	4	3	2	4	5
8.00-9.00	7	8	8	7	7	11	11
9.00-10.00	34	34	35	32	35	37	37
10.00-11.00	2	2	2	6	3	5	5
11.00-12.00	1	1	1	1	1	2	2
Midnight							
12.00-1.00	1	1	1	1	1	1	1
1.00-2.00	-	-	-	-	1	-	-
2.00-3.0	-	-	-	-	1	-	-
3.00-4.00	-	-	-	-	1	-	-
4.00-5.00	-	-	-	-	1	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Jigawa state - 202.

**Time Watch TV, Kaduna State**

Time watch TV- Kaduna							
Days of the week							
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	-	-	-	-	-	-	-
6.00-7.00	4	4	4	4	4	5	5
7.00-8.00	11	11	11	11	13	14	14
8.00-9.00	7	7	7	7	9	10	9
9.00-10.00	5	5	5	5	6	8	8
10.0-11.00	4	4	4	4	4	6	6
11.00-12.00	2	2	2	2	2	3	3
<b>PM Hours</b>							
12.00-1.00	1	1	1	1	1	1	2
1.00-2.00	1	1	1	1	1	1	1
2.00-3.00	2	2	2	2	2	2	2
3.00-4.00	3	3	3	3	3	3	3
4.00-5.00	10	10	10	9	12	12	11
5.05-6.00	14	14	14	13	16	17	15
6.00-7.00	17	17	17	17	20	22	19
7.00-8.00	32	32	32	32	35	37	34
8.00-9.00	37	35	35	36	40	39	37
9.00-10.00	46	43	44	44	49	47	46
10.00-11.00	16	16	16	16	17	16	15
11.00-12.00	5	5	5	5	5	5	5
<b>Midnight</b>							
12.00-1.00	1	1	1	1	1	1	1
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-				

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kaduna state - 198.

**Time Watch TV, Kano State**

Time watch TV – Kano							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	2	1	2	1	1	1	1
6.00-7.00	2	2	2	2	2	2	2
7.00-8.00	1	1	1	1	1	1	2
8.00-9.00	1	2	1	1	1	2	4
9.00-10.00	2	1	1	1	3	3	5
10.0-11.00	2	2	1	1	4	5	5
11.00-12.00	1	1	1	1	4	4	4
<b>PM Hours</b>							
12.00-1.00	2	3	3	2	2	2	2
1.00-2.00	2	3	2	1	2	2	3
2.00-3.00	2	2	2	1	2	3	4
3.00-4.00	2	2	2	2	2	3	3
4.00-5.00	2	2	1	3	4	3	2
5.05-6.00	5	5	3	4	6	6	5
6.00-7.00	9	9	8	8	9	10	12
7.00-8.00	17	19	16	14	15	19	20
8.00-9.00	12	13	11	12	12	17	17
9.00-10.00	12	12	13	12	12	17	14
10.00-11.00	2	2	2	1	1	3	2
11.00-12.00	1	1	1	1	1	1	1
<b>Midnight</b>							
12.00-1.00	-	-	-	-	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kano state - 202.

**Time Watch TV, Kwara State**

Time watch TV - Kwara State							
Time	Days of the week						
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	2	2	2	-	2	2	2
6.00-7.00	7	7	7	3	6	7	8
7.00-8.00	7	7	7	8	7	7	9
8.00-9.00	3	3	3	5	3	2	5
9.00-10.00	1	1	1	4	2	2	2
10.0-11.00	1	1	1	-	1	2	1
11.00-12.00	-	-	-	1	1	-	1
<b>PM Hours</b>							
12.00-1.00	1	1	1	1	1	2	2
1.00-2.00	1	1	1	1	1	1	2
2.00-3.00	1	1	1	1	1	1	2
3.00-4.00	1	1	1	1	1	1	2
4.00-5.00	4	4	4	3	4	5	6
5.05-6.00	5	5	4	2	4	5	6
6.00-7.00	3	3	3	5	3	3	4
7.00-8.00	12	12	12	5	12	13	13
8.00-9.00	21	20	22	17	22	24	25
9.00-10.00	55	54	53	31	55	56	55
10.00-11.00	10	10	10	41	10	11	11
11.00-12.00	4	4	4	9	4	4	4
<b>Midnight</b>							
12.00-1.00	-	-	-	3	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Kwara state - 195.

**Time Watch TV, Lagos State**

Time watch TV - Lagos							
Days of the week							
AM Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5.00-6.00	1	1	1	1	-	-	1
6.00-7.00	2	3	2	2	2	2	2
7.00-8.00	5	5	5	6	4	4	5
8.00-9.00	10	11	11	12	10	11	11
9.00-10.00	14	13	13	15	13	17	17
10.0-11.00	12	11	13	12	12	17	16
11.00-12.00	11	8	8	9	9	4	18
<b>PM Hours</b>							
12.00-1.00	6	4	5	4	4	7	19
1.00-2.00	4	3	3	2	2	6	23
2.00-3.00	4	3	3	3	4	7	22
3.00-4.00	2	2	3	2	3	5	17
4.00-5.00	6	6	6	6	8	8	17
5.05-6.00	7	7	8	7	8	9	18
6.00-7.00	9	11	10	12	12	15	24
7.00-8.00	25	27	29	29	31	34	39
8.00-9.00	37	38	40	36	40	44	48
9.00-10.00	34	34	36	36	38	39	45
10.00-11.00	22	23	23	23	24	25	22
11.00-12.00	3	3	3	3	3	4	3
<b>Midnight</b>							
12.00-1.00	-	-	-	-	-	-	-
1.00-2.00	-	-	-	-	-	-	-
2.00-3.0	-	-	-	-	-	-	-
3.00-4.00	-	-	-	-	-	-	-
4.00-5.00	-	-	-	-	-	-	-

Note: The question from which these results were derived requires multiple responses. As a result, vertical summation of percents in each column may be over 100% or less in some cases. Percents in the table are based on the number of respondents interviewed in Lagos State - 199.

### Annex 3: Instruments for Data Collection

#### Recruiting Questionnaire for Community Members/Parents/Care givers - Survey

**APPROACH AN ADULT AND READ OUT:** “We are talking to people in this community about the education of children in this community and would like to know if you don’t mind talking to us on this issue. But first I would like to know if you fall among the people who can provide the information that we need.”

#### Spontaneous Awareness

Have you ever heard or seen any messages/film/radio or TV programme, posters or handbills on basic/primary education in this Community?

Yes                                      1- Go To Q2, No                                      2 – Go To Q3

2. If yes, which one (s)

<i>Hannu diyawa</i>	1
Gbagan gbagan (The bell is calling you!)	2
Handbills/Flyers	3
Posters	4
TV spots	5
Better schools, Better Nigeria	6
Others (Please specify) .....	7

IF YES TO AT LEAST TWO OF THE ABOVE, RECRUIT FOR INTERVIEW

#### Prompted Awareness

3. READ OUT OR SHOW THE MATERIALS IN THE TABLE BELOW AND ASK IF THE RESPONDENT COULD RECOGNIZE THEM

<i>Hannu diyawa</i>	1
Gbagan gbagan (The bell is calling you!)	2
Handbills/Flyers	3
Posters	4
TV spots	5
Better schools, Better Nigeria	6

IF RESPONDENT COULD RECOGNIZE AT LEAST 2, RECRUIT FOR INTERVIEW





Q4. From where did you watch or listened to Hannu diyawa, Gbagan Gbagan, Better Schools, Better Nigeria.

Programme	Source
Hannu diyawa	
Gbagan Gbagan	
Better Schools, Better Nigeria	

GO TO THE SECTION (S) CORRESPONDING TO THE COMMUNICATION MATERIALS MENTIONED BY RESPONDENT USING THE TABLE BELOW AS GUIDE

<i>Hannu diyawa</i>	1 – Go To Q5
Gbagan gbagan (The bell is calling you!)	2 – Go To Q10
Handbills/flyers	3 – Go To Q13
Posters	4 – Go To Q18
TV spots	5 – Go To Q22
Better schools, Better Nigeria	6 – Go To Q26

**SECTION B: *Hannu diyawa* (Community theatre)**

Q5. What do you think the drama is trying to tell you about education of your children?

Better government management of state’s schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can’t say/Don’t know	88
No response	98

Q6. Would you like to watch similar dramas in the future?

Yes	1 – Go to Q8
No	2

Q7. If no, why?

.....

.....

**GO TO Q9**

Q8. What do you like about the drama?

.....

.....



**SHOW SBMC FLYER AND ASK**

Q14. What do you think this flyer (SBMC) is trying to tell you about basic education?

Better government management of state's schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can't say/Don't know	88
No response	98

**SHOW SSIT FLYER AND ASK**

Q15. What do you think this flyer (SSIT) is trying to tell you about basic education? **Multiple Responses Allowed**

Better government management of state's schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can't say/Don't know	88
No response	98

Q16. What can you remember seeing or reading from the handbill/flyer about basic education? **Multiple Responses Allowed**

Better government management of state's schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can't say/Don't know	88
No response	98

Q17. How did you get the copy of the flyer you saw or read? **Multiple Responses Allowed**

From school	1
A friend's copy	2
Distribution on the street	3
Others (Please specify) .....	4
Can't say/Don't know	5
No response	6

**SECTION E: Posters**

Q18. Which of these posters have you seen or read? SHOW RESPONDENT THE SBMC AND SSIT POSTERS

SBMC (English)	1
SBMC (Local language)	2
SSIT (English)	3
SSIT (Local language)	4
BOTH	5
Neither	6 – Go to Q23

**SHOW SBMC POSTER AND ASK**

Q19. What do you think this poster (SBMC) is trying to tell you about basic education?

Better government management of state's schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can't say/Don't know	88
No response	98

**SHOW SSIT POSTER AND ASK**

Q20. What do you think this poster (SSIT) is trying to tell you about basic education?

Better government management of state's schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can't say/Don't know	88
No response	98



**SECTION G: Better schools, Better Nigeria**

Q26. What was the documentary trying to tell you about children’s education? **Multiple Responses Allowed**

Better government management of state’s schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can’t say/Don’t know	88
No response	98

Q27. Would you like to watch similar documentaries in the future?

- Yes                                    1 – Go To Q29
- No                                     2 – Go To Q28

Q28. If no, why? .....

.....

**GO TO Q30**

Q29. What do you like about the documentary?

.....

.....

**SECTION H: Press**

Q30. Have you come across or read any article or features in the newspaper about basic/primary education in Nigeria?

- Yes                                    1
- No                                     2 – Go To Q33

Q31. If yes, in which newspaper?

The Guardian	1	Daily Trust	10
The Punch	2	Daily Independent	11
Vanguard	3	This Day	12
The Nation	4	Champion	13
Champion	5	New Age	14
The Sun	6	De Reformers	15
Daily Star	7	Others (Please specify) .....	
Tribune	8		
Jigawa Newsletter	9		

Q32. What can you recall reading in the newspaper about basic education? **Multiple Responses Allowed**

Better government management of state’s schools system	1
Better funding of schools	2
Better leadership & management of schools by head teachers	3
Improved quality of teaching by better trained teachers	4
Better learning environment	5
Greater community involvement in their schools	6
The need to send all of our children (boys and girls) to school	7
The need to support our schools with financial, human & material resources	8
Others (Please specify) .....	9
Can’t say/Don’t know	88
No response	98

**SECTION I: General**

Q33. Considering all that you have heard or seen on the radio/TV/flyers, etc., would you say that you are more informed about basic education and your rights and responsibilities? **Single Response Allowed**

Yes	1
No	2
Can’t say/Don’t know	3
No response	4

Q34. What has the information or messages you have received made you to do or what action have you taken as a result of it? **Multiple Responses Allowed**

Speak to other community members about basic education	1
Visit the school	2
Attend SBMC meetings	3
Send my child (ren) to school	4
Encourage others to send their child (ren) to school	5
Speak to local leaders about basic education	6
Support our schools with financial, human & material resources	7
Others (Please specify) .....	8
Can’t say/Don’t know	88
No response	98

**SECTION J: Media Usage**

**Radio**

Q35. How often do you normally listen to the radio?

READ OUT LIST & CODE BELOW

Every day	1	At least once a month	5
Almost every day	2	Less frequently	6
Five days a week	3	Never	7 – Go To Q40
At least once a week	4		

Q36. On which days of the week do you listen to the radio? **Multiple Responses Allowed**

Monday	1	Friday	5
Tuesday	2	Saturday	6
Wednesday	3	Sunday	7
Thursday	4	Everyday	8

Q37. On each of the days you have just mentioned, at what time do you usually listen to the radio?

Time	Days of the week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>AM Hours</b>							
5.00-6.00	1	1	1	1	1	1	1
6.00-7.00	2	2	2	2	2	2	2
7.00-8.00	3	3	3	3	3	3	3
8.00-9.00	4	4	4	4	4	4	4
9.00-10.00	5	5	5	5	5	5	5
10.00-11.00	6	6	6	6	6	6	6
11.00-12.00	7	7	7	7	7	7	7
<b>PM Hours</b>							
12.00-1.00	8	8	8	8	8	8	8
1.00-2.00	9	9	9	9	9	9	9
2.00-3.00	10	10	10	10	10	10	10
3.00-4.00	11	11	11	11	11	11	11
4.00-5.00	12	12	12	12	12	12	12
5.00-6.00	13	13	13	13	13	13	13
6.00-7.00	14	14	14	14	14	14	14
7.00-8.00	15	15	15	15	15	15	15
8.00-9.00	16	16	16	16	16	16	16
9.00-10.00	17	17	17	17	17	17	17
10.00-11.00	18	18	18	18	18	18	18
11.00-12.00	19	19	19	19	19	19	19
<b>Midnight</b>							
12.00-1.00	20	20	20	20	20	20	20
1.00-2.00	21	21	21	21	21	21	21
2.00-3.0	22	22	22	22	22	22	22
3.00-4.00	23	23	23	23	23	23	23
4.00-5.00	24	24	24	24	24	24	24

Q38. Where do you listen to the radio? **Multiple Responses Allowed**

- Public area 1
- At home 2
- At work 3
- In the car/bus 4
- Others (Please specify) ..... 5

**Q39. Which radio station do you listen to most of the time? Single Code Allowed**

Brilla FM 88.9	1	Coal City FM	17
Fm 90.9 (Top Radio),	2	Radio Nigeria	18
Fm 92.9 (Bond Fm),	3	ESBS	19
Rythm 93.7 Fm	4	Radio Kwara	20
Wasobia Fm 95.1	5	Jigawa Radio	21
Cool Fm 96.9	6	Andaza FM	22
Paramont Fm 94,5	7	FM HJ	23
Star Fm 101.5	8	New World FM	24
Radio Continental 102.3	9	Freedom Radio FM	25
Choice Fm 103.5	10	Pyramid 103.5	26
Fm 105.1 City Xpress	11	Kano FM 89.3	27
Radio Lagos Tiwa N' Tiwa 107.5	12	BBC Hausa	28
The Beat 99.9	13	Others (Please specify) .....	29
Madobi 103.3	14		
Ray Power 106.5	15		
Cosmos FM	16		

**TV**

Q40. How often do you normally watch TV?

READ OUT LIST & CODE BELOW

Every day	1	At least once a month	5
Almost every day	2	Less frequently	6
Five days a week	3	Never	7 – Go To Q45
At least once a week	4		

Q41. On which days of the week do you watch TV? Multiple Responses Allowed

Monday	1	Friday	5
Tuesday	2	Saturday	6
Wednesday	3	Sunday	7
Thursday	4	Everyday	8

Q42. On each of the days you have just mentioned, at what time do you usually watch TV?

Time	Days of the week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>AM Hours</b>							
5.00-6.00	1	1	1	1	1	1	1
6.00-7.00	2	2	2	2	2	2	2
7.00-8.00	3	3	3	3	3	3	3
8.00-9.00	4	4	4	4	4	4	4
9.00-10.00	5	5	5	5	5	5	5
10.0-11.00	6	6	6	6	6	6	6
11.00-12.00	7	7	7	7	7	7	7
<b>PM Hours</b>							
12.00-1.00	8	8	8	8	8	8	8
1.00-2.00	9	9	9	9	9	9	9
2.00-3.00	10	10	10	10	10	10	10
3.00-4.00	11	11	11	11	11	11	11

4.00-5.00	12	12	12	12	12	12	12
5.05-6.00	13	13	13	13	13	13	13
6.00-7.00	14	14	14	14	14	14	14
7.00-8.00	15	15	15	15	15	15	15
8.00-9.00	16	16	16	16	16	16	16
9.00-10.00	17	17	17	17	17	17	17
10.00-11.00	18	18	18	18	18	18	18
11.00-12.00	19	19	19	19	19	19	19
<b>Midnight</b>							
12.00-1.00	20	20	20	20	20	20	20
1.00-2.00	21	21	21	21	21	21	21
2.00-3.0	22	22	22	22	22	22	22
3.00-4.00	23	23	23	23	23	23	23
4.00-5.00	24	24	24	24	24	24	24

**Q43. Where do you watch the TV? Multiple Responses Allowed**

Public area	1
At home	2
At work	3
Others (Please specify) .....	4

**Q44. Which TV station do you watch most of the time? Single Code Allowed**

NTA .....	1	STV	7
AIT	2	LTV	8
Star TV	3	GTV	9
Galaxy	4	CTV	10
MITV	5	Cable TV	11
Channels	6	Others (Please specify) .....	12

**Newspaper**

**Q45. Do you look at/read daily newspaper at all nowadays?**

Yes	1, No	2 – Go To Q47
-----	-------	---------------

**Q46. Which daily newspaper do you look at/read most often nowadays? – Single Code Allowed**

The Guardian	1	Jigawa Newsletter	9
The Punch	2	Daily Trust	10
Vanguard	3	Daily Independent	11
The Nation	4	This Day	12
Champion	5	Champion	13
The Sun	6	New Age	14
Daily Star	7	Others (Please specify) .....	15
Tribune	8	.....	

**Q47. Which radio/TV programmes do you listen to or watch regularly?**

Radio programme	TV programme

## Recruiting Questionnaire for Community Members/Parents/Care givers For FGD

**APPROACH AN ADULT AND READ OUT:** “We are talking to people in this community about the education of children in this community and would like to know if you don’t mind talking to us on this issue. But first I would like to know if you fall among the people who can provide the information that we need.”

### Spontaneous Awareness

Have you ever heard or seen any messages/film/radio or TV programme, posters or handbills on basic/primary education in this Community?

Yes                                    1- Go To Q2  
No                                        2 – Go To Q3

2. If yes, which one (s)

Hannu diyawa	1
Gbagan gbagan (The bell is calling you!)	2
Handbills/Flyers	3
Posters	4
TV spots	5
Better schools, Better Nigeria	6
Others (Please specify) .....	7

IF YES TO AT LEAST TWO OF THE ABOVE, RECRUIT FOR FGD AND GIVE AN INVITATION

### Prompted Awareness

3. READ OUT OR SHOW THE MATERIALS IN THE TABLE BELOW AND ASK IF THE RESPONDENT COULD RECOGNIZE THEM

Hannu diyawa	1
Gbagan gbagan (The bell is calling you!)	2
Handbills/Flyers	3
Posters	4
TV spots	5
Better schools, Better Nigeria	6

IF RESPONDENT COULD RECOGNIZE AT LEAST 2, RECRUIT FOR FGD, OTHERWISE DON’T

## FOCUS GROUP DISCUSSION GUIDE – Community members/Parents/Care givers

### A. Introduction

- Welcome respondents
- Introduce self, note taker and other observer (s), if any
- Introduce topic of discussion
- Ask respondents to introduce themselves one by one
- Introduce the use of tape recorder and why
- Assure confidentiality of information given
- State ground rules for discussion

**B. Awareness about improvements in basic education – Ice breaker**

- What is your opinion about basic education, I mean primary and junior secondary, in this community?
- Have you noticed any changes (if any) in recent times? If yes, what are these changes? What brought them about?

INFORM PARTICIPANTS THAT THEY ARE GOING TO BE DISCUSSING EACH OF THE COMMUNICATION MATERIALS THEY CLAIMED TO HAVE SEEN OR READ ABOUT BASIC EDUCATION IN THEIR COMMUNITY

**C. Assessment of communication products**

POSTERS

- What do you think the poster is trying to tell you about basic education?
- What do you like about the poster?
- What do you not like about the poster?
- From where did you get or see the poster?
- In which areas do you think this poster can be improved upon?

HANDBILL/FLYERS

- How would you describe what you have seen in handbills/flyers on primary or basic education to a friend?
- What do you think the flyers are trying to tell you about basic education?
- What does the handbills/flyers encourage you to do?
- What do you like about the handbills/flyers?
- What do you not like about the handbills/flyers?
- From where did you get or see the poster?

*Gbagan gbagan* (The bell is calling you!)

- How would you describe what you heard in Gbagan gbagan to a friend?
- What do you think the drama is trying to say about basic education in this community?
- would you like to listen to similar dramas in the future? If yes, why? If no, why?
- What do you like about the radio drama?
- What do you not like about the radio drama?
- In which areas do you think this radio drama can be improved upon?

*Hannu diyawa* (Community Theatre) NOTE: **THIS IS REVELANT FOR KANO & JIGAWA STATES ONLY**

- How would you describe what you've seen or heard from *Hannu diyawa* to a friend?
- What do you think the drama is trying to tell you about education of your children?
- Would you like to watch similar dramas in the future? If yes, why? If no, why?
- What do you like about the drama?
- What do you not like about the drama?
- In which areas do you think this drama can be improved upon?

Better schools, Better Nigeria

- Which of these documentaries on basic education have you seen? **Probe for The Different Versions I.E. 30, 15 Or 5 Minutes.**
- How would you describe what you've seen or heard from *Better schools, Better Nigeria* to a friend?
- What do you think the documentary is trying to tell you about the education of your children?

- Would you like to watch similar documentaries? If yes, why? If no, why?
- What do you like about the documentary?
- What do you not like about the documentary?
- In which areas do you think this documentary can be improved upon?

**TV Spot**

- For about two weeks before the last elections, there was a spot on the TV about basic education. Have you watched or heard about it?
- How would you describe what you've seen or heard about basic education?
- Would you like to watch similar spots in the future? If yes, why? If no, why?
- What do you like about the spot?
- What do you not like about the spot?
- In which areas do you think this spot can be improved upon?

**Press**

- Have you come across or read any article or features in the newspaper about basic education in Nigeria?
- If yes, in which newspaper?
- What can you recall reading from the newspaper?
- What, in your opinion, do you think the article/feature is saying about basic education in Nigeria?

**Conclusion:**

**FOR THE QUESTIONS BELOW, ASK RESPONDENTS TO BE SPECIFIC IN TERMS OF MATERIALS, EXAMPLES AND/OR PROVIDE SUCCESS STORIES (IF ANY)**

- Considering all that you have heard or seen on the radio/TV/flyers, etc., would you say that you are better informed about basic education and your rights and responsibilities?
- If yes, what has the information or messages you have received helped you to do or what action have you taken as a result of it? **PROBE FULLY**

## Interview Guide for ESSPIN Partners & STAKEHOLDERS

### Introduction

Good morning / afternoon / evening. My name is ----- I am from Infosearch Services Limited, a social and marketing research agency. The company is conducting an assessment of the impact of Education Sector Support Programme in Nigeria (ESSPIN) programme’s communication products in Nigeria. The result of this study will form the basis for enhancing the effectiveness of the products. We would therefore be grateful if you could answer a few questions for us.

### Section A: General

Q1. The ESSPIN Programme has produced several communication products meant to share news and information about the implementation and progress of the project. Which of these communication products do you receive regularly?

Communication products	Response
Reports	1
ESSPIN Experiences	2
ESSPIN Briefing notes	3
ESSPIN Evidence of impact	4
ESSPIN Case Studies	5
ESSPIN Express (formerly ESSPIN Newsletter)	6
Introduction to ESSPIN Leaflet – “Transforming Basic Education”	7

INSTRUCTION: GO TO THE SECTION FOR EACH OF THESE PRODUCTS AND ASK THE RESPONDENT THE QUESTIONS THERE

### Section B: Reports

Q2. Below are some statements some people have made about ESSPIN’s Reports, kindly indicate your level of agreement or otherwise with each of them?

	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation is good	5	4	3	2	1

Q3. How useful have ESSPIN Reports been to you or your organization?

.....  
 .....

Q4. What do you like about ESSPIN reports?

.....  
 .....

Q5. What do you not like about ESSPIN reports?

.....  
 .....

Q6. What do you think should be done to improve ESSPIN reports?

.....  
 .....

**Section C: ESSPIN Experiences**

Q7. Below are some statements some people have made about ESSPIN Experiences, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation (i.e. layout of text, visuals and diagrams) is good	5	4	3	2	1

Q8. How useful has ESSPIN Experiences been to you or your organization?

.....  
 .....

Q9. What do you like about ESSPIN Experiences?

.....  
 .....

Q10. What do you not like about ESSPIN Experiences?

.....  
 .....

Q11. What do you think should be done to improve ESSPIN Experiences?

.....

.....

**Section D: ESSPIN Briefing Notes**

Q12. Below are some statements some people have made about ESSPIN Briefing Notes, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation is good	5	4	3	2	1

Q13. What do you like about ESSPIN Briefing Notes?

.....

.....

Q14. What do you not like about ESSPIN Briefing Notes?

.....

.....

Q15. What do you think should be done to improve ESSPIN Briefing Notes?

.....

.....

**Section E: ESSPIN Evidence of Impact**

Q16. Below are some statements some people have made about ESSPIN Evidence of Impact, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation (i.e. layout of text, visuals and diagrams) is good	5	4	3	2	1

Q17. What do you like about ESSPIN Evidence of Impact?

.....  
 .....

Q18. What do you not like about ESSPIN Evidence of Impact?

.....  
 .....

Q19. What do you think should be done to improve ESSPIN Evidence of Impact?

.....  
 .....

**Section F: ESSPIN Case Studies**

Q20. Below are some statements some people have made about ESSPIN Case Studies, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation (i.e. layout of text, visuals and diagrams) is good	5	4	3	2	1

Q21. What do you like about ESSPIN Case Studies?

.....  
 .....

Q22. What do you not like about ESSPIN Case Studies?

.....  
 .....

Q23. What do you think should be done to improve ESSPIN Case Studies?

.....  
 .....

**Section G: ESSPIN Express (formerly the ESSPIN Newsletter)**

Q24. Below are some statements some people have made about ESSPIN Express, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation (i.e. layout of text, visuals and diagrams) is good	5	4	3	2	1

Q25. What do you like about ESSPIN Express?

.....  
 .....

Q26. What do you not like about ESSPIN Express?

.....  
 .....

Q27. What do you think should be done to improve ESSPIN Express?

.....  
 .....

**Section H: Introduction to ESSPIN Leaflet – “Transforming Basic Education”**

Q28. Below are some statements some people have made about ESSPIN Brochure, kindly indicate your level of agreement or otherwise with each of them?

Attributes	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
It is informative	5	4	3	2	1
Easy to understand	5	4	3	2	1
Useful	5	4	3	2	1
I look forward to receiving a copy	5	4	3	2	1
The quality of presentation (i.e. layout of text, visuals and diagrams) is good	5	4	3	2	1

Q29. What do you like about **Introduction to ESSPIN Leaflet – “Transforming Basic Education”**?

.....  
 .....

Q30. What do you not like about **Introduction to ESSPIN Leaflet – “Transforming Basic Education”**?

.....  
 .....

Q31. What do you think should be done to improve **Introduction to ESSPIN Leaflet – “Transforming Basic Education”**?

.....  
 .....

**Section I: ESSPIN Website**

Q32. When was the last time you visited/used the ESSPIN website?

Never	1
Today	2
Yesterday	3
Less than a week ago	4
Less than a month ago	5
Over a month ago	6
Can't remember	7

Q33. How often do you visit/use the website?

Daily	1
3-5 times a week	2
1-2 times a week	3
Once in 2 weeks	4
Once a month	5
Less often	6

Q34. What information do you look for on the ESSPIN website?

.....  
 .....

Q35. What problem/challenges (s) do you encounter in using the ESSPIN website?

.....  
 .....

Q36. What do you like about the ESSPIN website?

.....  
 .....

Q37. What do you not like about the ESSPIN website?

.....  
 .....

Q38. What do you think should be done to improve the website?

.....  
 .....

**Section J: Radio Drama: *Gbagan gbagan* (The bell is calling you!)**

- What messages on basic education do you think the average listener can get from the drama?
- Would you like to listen to similar dramas in the future? If yes, why? If no, why?
- What do you like about the drama?

- What do you not like about the drama?
- In which areas do you think this programme can be improved upon?

**Section K: TV Spot**

- What messages on basic education do you think viewers can get from the spot?
- Would you like to watch similar spots in the future? If yes, why? If no, why?
- What do you like about the spot?
- What do you not like about the spot?
- In which areas do you think this spot can be improved upon?

**Section L: *Hannu diyawa* (Community theatre)**

- What messages on basic education do you think viewers can get from the drama?
- Would you like to watch similar dramas in the future? If yes, why? If no, why?
- What do you like about the drama?
- What do you not like about the drama?
- In which areas do you think this spot can be improved upon?

**Section M: *Better Schools, Better Nigeria***

- What messages on basic education do you think a person can get from the documentary?
- Would you like to watch similar dramas in the future? If yes, why? If no, why?
- What do you like about the documentary?
- What do you not like about the documentary?
- In which areas do you think this documentary can be improved upon?

**Section N: POSTERS**

- What do you think the poster is trying to tell people about basic education? What do you like about the poster?
- What do you not like about the poster?
- In which areas do you think this poster can be improved upon?

**Section M: HANDBILLS/FLYERS**

- What do you think the flyers are trying to tell people about basic education?
- What do you like about the handbills/flyers?
- What do you not like about the handbills/flyers?
- In which areas do you think these handbills/flyers can be improved upon?

**Section O: Press**

- Have you come across or read any article or features in the newspaper about basic education in Nigeria?
- If yes, in which newspaper?
- What do you think the article/feature is saying about basic education in Nigeria?

**Conclusion:**

**FOR THESE QUESTIONS BELOW, ASK RESPONDENT TO BE SPECIFIC IN TERMS MATERIALS, EXAMPLES AND/OR PROVIDE SUCCESS STORIES (IF ANY)**

- In what ways have these materials benefitted you or your organization? PROBE FULLY
- In what ways would you say these materials have been of benefit to the education of children in this community?
- What, in your opinion, has been the reaction of members of the community to these communication materials?

#### Annex 4: List of Stakeholders Interviewed

S/N	Name	M/F	Organisation / Office	Position
1	Lawrence Njoku	M	The Guardian Newspaper	Journalist
2	Benedicta Onyia	F	Enugu State Universal Basic Education Board (ENSUBEB)	Deputy Director F&A
3	Ifeanyi Ezeh	F	Ministry of Education	Director of Schools
4	Betty Agujiobi	F	MEWOOD/CSACEFA	Director/Coordinator Enugu
5	Sani Abdulahi,	M	SUBEB	Executive Chairman
6	Abdulahi Hudu, SEIMU,	M	MOE	DG
7	Tijani Aminu,	M	MOE	DPRS
8	Abdulkarim Dankanti	M	MOE	
9	Shu'aib Dabo	M	Director, Social Mobilization Department	SUBEB
10	Hadizah A. Abdulkarim,	M	SMOE	Coordinating Dep. Dir., Quality Assurance Unit
11	Mataimaki Tom Maiyashi,	M	Educational Research Development Centre	
12	Muhammad Abubakar,	M	LGEA	Education Secretary
13	Hassan Wada	M	SUBEB	DSM
14	Mohammed Dayanu	M	MOE	
15	Abdullahi M Dandago	M	Kumbotso LGA	Desk officer
16	IBRAHIM BALA IDI	M	FAGGE LGA	DESK OFFICER
17	Shuaib Obalowu	M	MoEST	Assistant Director & Vice Chairman, TQI
18	Francis Fatoye	M	SUBEB	Executive Secretary
19	Adeyemi Adeyemo	M	Hilltop Foundation CSO	Programme Director
20	J. O. Bamidele	M	CSACEFA	
21	Mr. O. A. Adefuye,	M	SUBEB	
22	Mrs Nike Shodipo	F	Lagos State Ministry of Education	PRO
23	MR Jeph Ighodaro,	M	Defence for Children Int'l	
24	Mr Adewale Ojo	M	Health, Education and Youth Development	

### Annex 5: Rating of ESSPIN’s Communication Products by Stakeholders

Respondents																										
ESSPIN Communication Products	Enugu				Jigawa				Kaduna				Kano				Kwara				Lagos				Mean scores	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
<b>ESSPIN Reports</b>																										
It is informative	5	5			4	5	5	5	4	4	4			4			5				5	5	4	5	5	4.6
Easy to understand	5	5			5	5	5	4	5	5	4			5			4				5	4	3	5	4	4.6
Useful	5	5			5	5	5	4	5	4	4			5			5				5	4	5	5	4	4.7
I look forward to receiving a copy	5	5			5	5	5	5	5	4	4			5			5				4	5	5	5	4	4.8
The quality of presentation is good	5	5			5	5	5	5	4	5	5			5			5				5	4	5	5	3	4.8
																									<b>4.7</b>	
<b>ESSPIN Experiences</b>																										
It is informative	5	5				5	5	5	4	4		4		5	5						5	4	5	5	4.7	
Easy to understand	5	5				5	5	5	5	5		4		5	5						5	4	5	5	4.9	
Useful	5	5				5	5	5	5	4		4		5	5						5	4	5	5	4.8	
I look forward to receiving a copy	5	5				5	5	5	4	4		4		5	5						5	4	5	5	4.7	
The quality of presentation is good	5	5				5	4	5	4	5		4		5	5						5	4	3	5	4.6	
																									<b>4.7</b>	

<b>ESSPIN Briefing Note</b>																								
It is informative	5					5	5	4	4	4	4			5	5	5		5		5	5	4	4	4.6
Easy to understand	5					5	5	4	4	4	4			5		5		5		4	4	5	4	4.5
Useful	5					5	5	4	4	4	5			5		5		5		5	5	5	4	4.7
I look forward to receiving a copy	5					5	5	4	4	4	4			5		5		3		5	5	4	4	4.4
The quality of presentation is good	5					5	5	5	4	5	5			5		5		5		4	5	5	4	4.8
																								4.6
<b>ESSPIN Evidence of Impact</b>																								
It is informative	5	5					5	5	4	4		4				4				5	5	5		4.6
Easy to understand	5	5					5	5	4	4		4				5				4	5	4		4.5
Useful	5	5					5	5	4	5		4				5				4	5	5		4.7
I look forward to receiving a copy	5	5					5	5	4	4		4				5				5	5	5		4.7
The quality of presentation is good	5	5					5	5	4	5		4				4				4	3	5		4.5
																								4.6
<b>ESSPIN Case Studies</b>																								
It is informative	5				5		5	5	4	4										5	5			4.8
Easy to understand	5				4		5	4	5	4										4	3			4.3
Useful	5				5		5	5	5	5										5	3			4.8
I look forward to receiving a copy	5				5		5	5	4	4										5	3			4.5
The quality of presentation is good	5				5		5	5	5	5										4	3			4.6
																								4.6

<b>ESSPIN Express (former Newsletter)</b>																									
It is informative	5	5			4	5	4	5	4	4	4	4			5		5	5	5		5	5	5	5	4.7
Easy to understand	5	5			4	5	5	5	4	5	4	4			4		5	5	4		4	4	5	5	4.6
Useful	5	5			5	5	4	5	4	4	4	4			5		4	5	5		5	4	5	5	4.6
I look forward to receiving a copy	5	5			5	5	5	5	4	4	5	4			5		5	5	5		5	5	5	4	4.8
The quality of presentation is good	5	5			5	4	5	5	4	4	5	4			5		4	5	4		4	5	5	4	4.6
																									<b>4.6</b>
<b>Introduction to ESSPIN Leaflet</b>																									
It is informative	5	5				5	5	5	4	4		4	5				3	5		5	5			4	4.6
Easy to understand	5	5				5	5	5	4	4		4	5				3	5		5	4			4	4.5
Useful	5	5				5	5	5	5	4		4	5				4	5		5	5			4	4.7
I look forward to receiving a copy	5	5				5	5	5	4	4		4	5				4	5		5	4			4	4.6
The quality of presentation is good	5	5				5	5	5	4	4		4	4				4	5		5	4			4	4.5
																									<b>4.6</b>
<b>Overall rating</b>																									<b>4.6</b>

## Annex 6: ESSPIN Express Readers' Survey

# Education Sector Support Programme in Nigeria (ESSPIN)

## ESSPIN Express Readers' Survey

**Grace Udoh-Ukaegbu**

**November, 2011**

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## Abstract

1. This report presents the findings of a survey of readers of ESSPIN Express which recorded high level of reader satisfaction and includes suggestions for improvements.

## Executive Summary

2. The C&KM unit of ESSPIN, in the second quarter of 2011, undertook a survey of one of its array of communications products, the ESSPIN Express (April 2011 edition), to determine its readership, what the readers thought about the publication and recommendations that would inform future publications.
3. The survey was conducted with 82 respondents across federal and state-level MDAs, SLPs, CSO and other IDPs in the six ESSPIN states.
4. This report highlights key findings of these respondents to the semi-structured questionnaires inserted into the quarter's publication, and provides recommendations for future productions.
5. In summarising the findings, the ESSPIN Express is a widely read publication that generates interests in its readers as acknowledged by 95% of the respondents. The technical content and design layout of this publication makes it very reader-friendly, indicated by 86% of respondents. Though a little percentage (about 7.5%) of the respondents declared their inability to comprehend the complex content, it is important that this is given more thoughts to during the editorials of subsequent publications.
6. Recommendations were made by same sample group that may need to be considered to enhance future publications; most of which bordered on the design aspect. Most interesting to note is the fact that the readers think ESSPIN should provide a version of the publication in other local dialects – Hausa, Yoruba and Igbo for the benefit of the non-literate readers and also to widen its target audience.
7. The survey has provided very vital information to consider, not just for the ESSPIN Express, but other communication tools that we have put out to numerous audiences.

## Rationale

8. The survey was to help provide qualitative and quantitative data on the readership of the ESSPIN quarterly newsletter, its distribution and what the readers think about the publication in order to inform future production.

## Methodology

9. Semi-structured questionnaires were sent to key respondents during the distribution of the April 2011 issue of the ESSPIN Express. They were duly filled out by the respondents and returned for analysis.
10. The questionnaire was simple and straight forward with eight questions in total – three qualitative and five quantitative. 82 respondents drawn from federal and state-level MDAs, SLPs, CSO and other IDPs across the six ESSPIN states participated in the survey. This representation gave a fair analysis of the readership, and what they thought about this communication tool.

## Findings

11. The analysis showed that 95% of the sample group indicated that the publication was very interesting while the remaining 5% thought that it was not so interesting.
12. A little over half the number – 58% indicated that the publication was relevant to their day-to-day work; 41% said it was a little relevant and 1.3% said it was not so relevant to their work.
13. Question 3 had to do with the area of interest in the publication. In order to analyse the data, the areas were sub-divided into news, case study, briefing note and evidence-based impact. 71 out of 82 responded to this question of which 30% opined that news bites were more of interest to them; another 30% went for the case study; 14% preferred the briefing notes; while 15% preferred the evidence-based impact.
14. 76 out of 82 respondents answered question 4, out of which 86% expressed that the technical content of the publication was simple to read; 1.3% thought it was too simple to read; while 7.5% thought it was rather complex to read.
15. In rating the appearance of the publication in terms of the presentation of the content i.e. layout of text, photos, and diagrams, 54% of 78 respondents expressed that the publication was very good; while 44% thought it was good.
16. With regards to the quality of printing, 55% of 76 respondents to this question said the publication was excellent; 36% thought it was just good and 1.3% said it was on the average.
17. In response to question 7 which was qualitative, the respondents advised the publication be distributed among all relevant key stakeholders including policy makers, parents, teachers, community members, development workers in education, education service providers, human development officers, FBOs, CSOs among others.

## Recommendations for future publications

18. The following were possible recommendations by the respondents on the survey:

- Add more content on health - the impact of bad health on education of children should be highlighted;
- Keep the quality of appearance, keep the professional content and seek improvement in style.
- Add a section on stewardship, accountability by policy makers and administrators;
- Use of community dialogues and community theatres are useful means of communicating and ensuring behaviour change. This should be reflected more in the publication;
- Need to make publication more in number in order to circulate to wider circle of readers;
- There should be more illustrations in the publication and it should be made available to the grassroots;
- There should be photograph presentation before and after intervention of ESSPIN in various communities;
- The images should be made bolder and clearer;
- See the possibility of publishing the newsletter in local languages – Hausa, Igbo and Yoruba preferably;
- Include ESSPIN's contribution in each state /school with the photos of the type of work done;
- School health services and information on water and sanitation could enrich the school improvement and teachers development aspects of your publication;
- Make cover less congested, include evaluative reports;
- The colour should go beyond the ESSPIN colours; green(shades)to make it more appealing;
- Future publications should include more case studies; that is really the impact.

## Conclusion

19. The survey is a good pointer to the impact some of our communications products are already making; in that the individuals that responded to the questionnaires showed that a fair mix of people in the urban, semi-urban and rural areas had access to this material. It showed that other communication tools, be it poster, flier or any material that conveys our reform messages actually get to the intended target audience.

20. It is an acknowledged fact that most people get to know about ESSPIN and various interventions we are carrying out in schools and communities through these materials as pointed out by some of the respondents.

21. The recommendations presented above represent the advice of the 82 respondents and was carefully selected to avoid repetition and give an idea of what ESSPIN should look out for in subsequent publications.

22. In conclusion, the survey has provided very vital information to consider, not just for the ESSPIN Express, but other communication tools that we have put out to numerous audiences.

## Appendix

### REVIEW FORM

#### PART A

Title of document / publication: ESSPIN Express

Month / Year of Publication: Apr/2011

#### PART B

##### Reviewer's ID:

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Designation: \_\_\_\_\_

Phone no: \_\_\_\_\_

#### Product Survey

1. How interesting did you find the publication?

Very interesting

A little interesting

Not so interesting

Not interesting at all

2. How relevant is the publication to you?

Very relevant

Relevant

Not so relevant

Not relevant at all

3. What were your areas of interest?

\_\_\_\_\_

4. What do you think about the technical content of the publication?

- Too simple
- Simple
- Complex
- Too complex

5. How would you rate the appearance of the publication in terms of the – presentation of the content i.e. layout of text, photos, and diagrams?

- Very good
- Good
- Poor
- Very poor

6. What do you think about the quality of printing?

***(Please evaluate the publication based on the scale below)***

- Poor
- Below average
- Average
- Good
- Excellent

7. What groups of people should receive this publication?

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8. What are your recommendations for future publications?

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