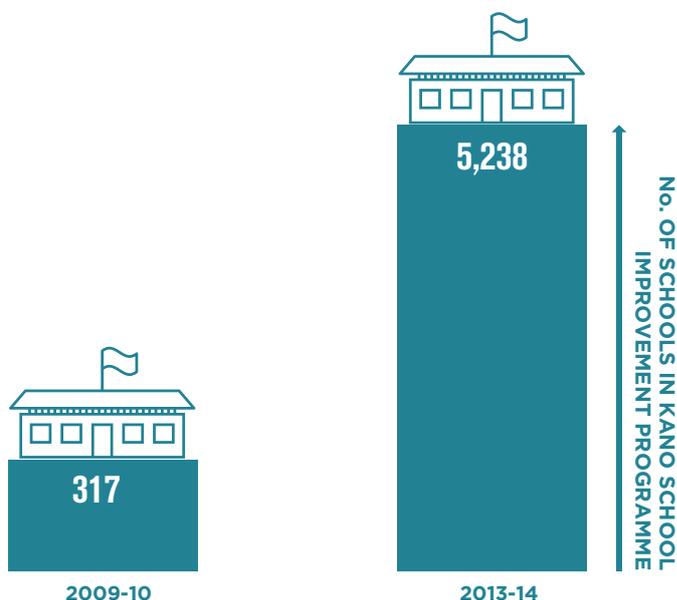


## Improving access, school quality and learning outcomes in Kano's schools

Schools that form part of Kano's School Improvement Programme (SIP) are outperforming others, in terms of headteacher effectiveness, teacher competence, school development planning and overall quality, though not for student learning outcomes. This may reflect inconsistent funding for school support for two school years, increased teacher-pupil ratios due to successful enrolment drives, and periodically an environment of conflict. The effects of the large scale-up of the SIP intervention in 2013-14 are unlikely to have had time to take effect at the time of the second composite survey, however. There are challenges around inclusiveness, despite more effective School Based Management Committees (SBMCs). Continuous state financing for interventions is crucial to addressing these factors and ensuring all children learn more in Kano's schools.

Kano is one of six focus states identified by the Nigerian and UK governments to form part of the Education Sector Support Programme in Nigeria (ESSPIN), which provides technical assistance to improve school access, quality and learning outcomes. ESSPIN's support began in 317 of Kano's public primary schools in 2009-10. The intervention was restarted and rolled out in 2013-14 to the remaining 5,238 public primary schools.

ESSPIN conducted surveys in 2012 and 2014 to understand how schools in Kano are performing. **The full reports can be accessed on ESSPIN's website [www.esspin.org](http://www.esspin.org)**



### THE KEY FINDINGS ARE:

**The quality of schools in Kano is higher among those in the SIP but has remained largely unchanged since 2012**

Schools that were targeted by the SIP generally function better than other schools. Over this period, the proportion of schools meeting the quality benchmark remained unchanged at 35%.

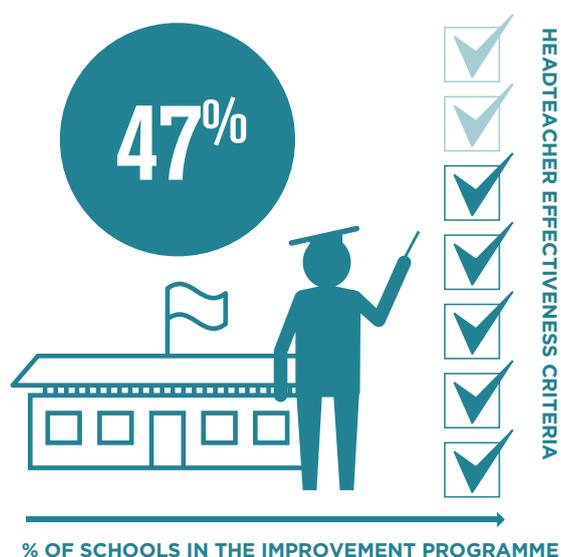
“Kano's School Improvement Programme schools averaged almost half the quality criteria (49%) in 2014, compared with just one third (32%) in non-SIP schools.”

### Learning outcomes are slightly higher among schools in the SIP, but have remained unchanged between 2012 and 2014

Average test scores in Kano have remained largely unchanged since 2012 despite large increases in enrolment. The only exception to this was in Grade 2 literacy, which fell from 45% to 35%. Schools that had been part of the School Improvement Programme had slightly higher average test scores, although the difference was not significant.

### Head teachers and teachers in SIP schools are more effective

“47% of schools in the Improvement Programme in Kano met at least five out of seven criteria for headteacher effectiveness.”



This is compared to fewer than one in five headteachers (19%) overall. Similarly, teachers in SIP schools, regardless of whether they received training themselves, are generally more competent than those in other schools. On headteacher effectiveness and teacher competence, there was little difference between 2012

and 2014. While schools in the SIP show evidence of more school development planning, the overall level in Kano is very low.

### Schools in Kano have become less inclusive and SBMCs are largely not functioning effectively

Across Kano, the proportion of schools meeting at least two out of four inclusiveness criteria fell significantly between 2012 and 2014, from 63% to 36%. Schools that were in the School Improvement Programme score marginally better on inclusiveness.

“The proportion of schools with SBMCs has expanded to 96%, but there are common problems with functionality.”

Only 10% meet at least five of the seven criteria for functionality: an apparent decrease since 2012. Schools in the SIP have more effective SBMCs, and are more likely to include a focus on women and children's inclusiveness.

### The context in Kano has made it more difficult to achieve good learning outcomes

There has been an 18% increase in pupil enrolment in Kano. While this is a positive development, it has also made it more difficult for schools to deliver effective learning outcomes for each pupil, for example by increasing the pupil-teacher ratio, which is around 70.

The increased conflict in Kano, particularly since 2011, is likely to have had a negative effect on education. It is thought that insecurity has prevented many children and teachers from attending school regularly at times, and has obstructed engagement between schools and communities. It is therefore vital that schools continue to receive ESSPIN's support for the School Improvement Programme to work towards reversing the impact of these trends.

There is strong evidence that the SIP improves equitable access to better quality education for Nigeria's children. State governments need to consistently fund SIP in their states to raise standards across schools and improve long-term prospects for Nigeria's economic and social development.