

Education Sector Support Programme in Nigeria (ESSPIN)

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IQTE integration work in Kano, Kaduna and Jigawa: Task Specialist Visit 1-4

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ESSPIN 502	Communication Task Specialist Visit Report, December 08
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ESSPIN 508	Knowledge Management Task Specialist Support Visit Report, Mar/April 09
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KW 303	Curriculum Transformation for College of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College
KW 306	Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit

KW 307	Institutional Strengthening at Oro College and Teacher Development Strategy
KW 308	Curriculum Transformation at Kwara State College of Education

Contents

Report Distribution and Revision Sheet.....	ii
Quality Assurance Sheet and Disclaimer	iii
Note on Documentary Series	iv
Acronyms and Abbreviations.....	viii
IQTE Integration Work in Kano, Kaduna and Jigawa: First Visit Report.....	1
Abstract.....	1
Findings and Issues Arising	1
Kano	1
Kaduna	3
Jigawa.....	4
Options and next steps	4
Final comments.....	4
IQTE Integration Work in Kano, Kaduna & Jigawa: Second Visit Report	5
Abstract.....	5
Executive Summary.....	5
Purpose of the Consultancy	6
Achievement of the terms of reference	7
Background	8
Findings and Issues Arising	8
Options and next steps	8
Annexes.....	9
IQTE Integration Work in Kano, Kaduna & Jigawa: Third Visit Report.....	20
Executive Summary.....	20
Purpose of the Consultancy	20
Achievement of the terms of reference	21
Background	23
Findings and Issues Arising	23
Options and next steps	25
Annex A: Executive Summary of IQTE Board Proposal for Kano State Government.....	27
IQTE Integration Work in Kano, Kaduna & Jigawa: Fourth Visit Report	29
Abstract.....	29
Executive Summary.....	29
Purpose of the Consultancy	29
Achievement of the terms of reference	30
Background	31
Findings and Issues Arising	31
Options and next steps	34
Annexe A: ToRs for the Model School Study	35

Acronyms and Abbreviations

B.Ed	Bachelor of Education
COE	College of Education
ESOP	Education Sector Operational Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FME	Federal Ministry of Education
IDP	Independent Development Partners
IQTE	Islamiyya Qur'anic and Tsangaya Education
JSS	Junior Secondary School
KSCoE	Kano State College of Education
LGEA	Local Government Education Authority's
MTSS	Medium Sector Support
NCE	Nigerian Certificate in Education
NCCE	National Commission for Colleges of Education
NEMIS	National Education Management and Information System
NTI	National Teachers Institute
PGDE	Post Graduate Diploma in Education
PTTP	Pivotal Teacher training programme
SSC	Senior School Certificate
SESP	State Education Sector Project
SmoE	State Ministry of Education
STUP	Special Teacher Upgrading Programme
SUBEB	State Universal Basic Education Board
TEP	Teacher Education Policy
UBEC	Universal Basic Education Commission

IQTE Integration Work in Kano, Kaduna and Jigawa: First Visit Report

Dr Masooda Bano

Date: 28 October 2008

Abstract

1. Report based on trip to Kano and Kaduna (15-22 October 2008). The main purpose of this trip was to follow up with the relevant actors on the IQTE integration strategy developed for Kano under CUBE during March-July 2008. In addition, the trip was designed to undertake an initial assessment of the potential of ESSPIN to contribute to IQTE integration plans in the states of Kaduna and Jigawa. On the whole the response has been very positive from the concerned government authorities in all three states. The situation in each state is as follows:

Findings and Issues Arising

Kano

2. In Kano, four players have been important in designing of the IQTE strategy and they all need to be on board to develop the implementation plan. These are: Ministry of Education, SUBEB, Shariah Commission and the Office of the Special Advisor to the Governor on IT and Islamic Education. During the visit individual meetings were held with representatives from all the four bodies, which were organized by the ESSPIN Kano office. Within SUBEB the main meeting was with the Director of state schools, and within Ministry of Education discussion was held with the Permanent Secretary himself. Within the Shariah Commission, the Commissioner himself asked to join the meeting, which was also attended by directors of all the departments. During these meetings, the actors were reminded of the key strategies proposed within the IQTE strategy plan, namely:
 - Provide support for teaching of secular subjects within IQTE schools
 - Trial a model of introducing an integrated curriculum within the regular state schools
 - Establish an independent Islamic Schools Board
3. The Permanent Secretary at the Ministry plus officials at SUBEB showed full commitment to supporting all three measures. At the Shariah Commission, however, the Commissioner and the Directors, who otherwise took active interest in the subject, asked for some time to study the IQTE strategy document before they can take a position as they had so far not seen the IQTE strategy paper.

4. These individual meetings were followed up with a three-hour consultative meeting where representatives from all the four organizations were present. The Permanent Secretary and Dr Galandanci, the Special Advisor to the Governor also attended the meeting. Again there was a consensus among the actors to take forward all three proposed lines of action. The Permanent Secretary in fact argued for trialling the model of introducing integrated curriculum in state schools in six and not just three LGAs, which was initially proposed. During the meeting, an attempt was made to get some commitments and division of responsibilities in materializing the idea of establishing the Islamic Schools Board and to start initial discussions on identifying the potential LGAs. The discussion on Islamic Schools Board, was very fruitful as it identified the various dimensions that need to be considered: the exact duties of the Board (whether to focus just on integrated schools or all IQTE schools), its organizational structure, its relationship with the other agencies, the criteria for appointing the staff and the Director, and the nature of the legislative cover required. It was clear that Dr Galandanci had already thought the most about these issues and therefore a committee was formed with him as the chair to draft a proposal for the establishment of the statutory Board for the IQTE. The members of the Board are as follows:

- 1) Dr Bashir Galandanci (Chair)
- 2) Ismail Aliyu Diso -office of the SA/ICT
- 3) Sani Idris Baba- Sharia Commission
- 4) Mustapha Ahmed Kura-SUBEB
- 5) Mohammed Auwal Abubakar-SUBEB
- 6) Nuhu Gudaji-Council for Quranic Schs
- 7) Danlami Garba- SESP-PSU Cordinator-SMOE
- 8) Mustapha B Ahmad ESSPIN

5. This sub-committee will help in the drafting of the proposal by the end of December 2008. It was also agreed that ESSPIN will support the task team with necessary logistics to complete the work.
6. Given the complexity of the debate around establishment of the Board, relatively little time was left for detailed discussion on the selection of the LGAs. There was a consensus that the best way to proceed is for me to develop some selection criteria based on experiences from other countries and projects so that the selection does not become subject to political considerations.

Action plan from now till January 2008

7. On both these issues (integration plan and the Board) the aim now is to work towards a September 2009 deadline to meet the next academic session. In order to ensure meeting this target, it is important that the Committee does come up with the initial draft regarding the Board by late December. There will be follow up through e-mails to ensure that the work continue towards that deadline. However, it is also proposed that ESSPIN office should try to bring all the committee members together once in November and then in December. If in November meeting the participants are all asked to bring their basic suggestions around the Board so that by the December meeting these ideas can put together in form of a draft then that will work very well.

8. The work on selection of the LGAs has to be carried out side by side. I will take the lead on this and spend a couple of days to develop criteria to select the LGAs bearing in mind the specificities of different LGAs. These criteria will then have to be discussed in a workshop during my next trip in early January. The January trip will be quite intensive as it will involve a lot of detailed work around the formation of the Board and the selection of the LGAs and starting the process of gathering relevant information on them.
9. Meanwhile, the State Team Leader of course, is left with the most difficult task of getting financial commitments from the Ministry towards these proposed reforms. The Permanent Secretary was very optimistic about those commitments. Thanks are also due to ESSPIN team for providing very good support during the trip.

Kaduna

10. This was my first visit to Kaduna and the purpose of the visit was mainly to assess the potential of providing any support to the IQTE integration plans under ESSPIN. It was very useful to start the visit with a meeting with the representative from Kaduna on the Bangladesh study tour. He had been a very active member of the post-tour workshop held in Kano. He also proposed meeting representatives within SUBEB and the Religious Affairs Bureau. Important initial meetings were held with SUBEB as well as the Religious Affairs Bureau (with the Permanent Secretary). In all three meetings what was very clear is that the state is quite keen to develop a strategy to integrate secular subjects within the IQTE schools. However, the real focus in Kaduna is on tackling the issue of Almajari, who are the children associated with Tsangaya schools. In SUBEB, they are currently considering the idea of establishing boarding schools for these children. However, they seem to have very little idea of what purpose will these schools actually serve and how to go about developing these schools. Generally, they were all of the view that it would be useful to have some support under ESSPIN for these integration plans.
11. The important point to note is that despite many similarities with the situation in Kano, there are a lot of differences in the involvement of government agencies with the IQTE schools in Kaduna to simply replicate the strategies from Kano. This first visit should then be seen as the first step, with the need for further visits to carry out a situational analysis of the IQTE needs in Kaduna and then write a strategy plan (much slimmer than the one for Kano) to then present it to the relevant actors. In terms of action plan, the idea is to spend a week in Kaduna in January to do one to one and collective meetings to get the information for the strategy paper. The strategy paper will then be written and sent it to the Kaduna STL by early February so that he can circulate it to the relevant government authorities. This will be followed up with a visit in March/April to conduct a workshop with the relevant actors and to see which strategies they are willing to take on board. During this visit, we will also try to move towards developing an action plan based on these strategies, so that by June the STL has some realistic budget estimates to include in the state budget. Again thanks are due to the ESSPIN office for all the support during this visit.

Jigawa

12. As agreed, I also had a meeting with the representative of the Jigawa state, who was part of the Bangladesh study tour. From the discussion, it appears that in Jigawa state the Governor is personally taking a lot of interest in the IQTE reforms. He established an IQTE reform committee last year and the representative on the Bangladesh study tour is secretary of this committee. According to him, the committee is proposing very detailed measures on how to support the IQTE schools. However, the main strategy that he explained to me revolved around state establishing boarding schools for Tsangaya and Quranic schools children. Personally, I am not very confident of the likely success of such a strategy because it does not fully understand the incentives that make parents send children to these schools. More importantly, it is perhaps overly optimistic to think that the state will have sufficient funds to establish and run these boarding schools, when it already has limited funds for the support of its regular schools.
13. Despite these limitations, it does seem that in Jigawa this committee is quite active already and the Governor will be taking some decisions in the coming months, which ESSPIN should follow. In terms of possible ESSPIN interventions, we discussed the possibility of supporting the teacher training component as it is clear that there will be need for that. It is also clear that they can also benefit from the proper documentation of their IQTE reform strategies as we are doing in Kano and Kaduna. Thus, there can be many areas to support. However, I made it clear to him that it is for them to identify the areas of support if they need it. I told him that I will be back in Kano in December or early January and we can have a follow up discussion then.

Options and next steps

Final comments

1. In both Kano and Kaduna the interest of the relevant actors to take the IQTE work forward is quite clear. It does, however, mean that there is a lot of preparatory work to be done before the next visit. More importantly, as this work develops there will be need for me to coordinate with other area specialists. I will develop an outline of the kind of work that is involved on my part to take forward this work. One thing that I want to highlight right now is that taking forward this work, especially given the sensitivity of the subject, will require that we devote proper time and attention to understanding the situation and the context before making any intervention. Therefore, there will be need to develop a local team of research assistants especially in Kano as I take this work forward. Will send a detailed plan of what I need to do during the next week.

IQTE Integration Work in Kano, Kaduna & Jigawa: Second Visit Report

Dr Masooda Bano

10 April 2009

Abstract

(15 March-4 April 2009) Kano, Kaduna and Jigawa

1. This was the second visit in a series of field visits scheduled for Kano, Kaduna and Jigawa between January to May 2009 to develop the IQTE integration strategy and action plan for the three states. During this three week visit, two research teams were trained and accompanied in the field to start stakeholder discussions around the proposed IQTE interventions in the three selected LGAs in Kano, one to one meetings and a day long workshop was hosted to develop the IQTE strategy plan for Kaduna, and initial assessment visit was paid to Jigawa.

Executive Summary

2. The purpose of this visit was to develop on the IQTE work initiated in Kano since March 2008 and in Kaduna since November 2008. In addition, a first assessment visit was planned for Jigawa state to assess the IQTE related needs at the state level.
3. In Kano during the January visit, a work plan was developed to help introduce IQTE related interventions in the three selected LGAs from September 2009 academic cycle. Also, discussions were held with all the stakeholders about the feasibility and details of the IQTE Board that the state is interested to establish to better regulate and improve the quality of education in the IQTE sector. During the current visit, based on the work plan developed in January visit, a three day training workshop was organized to train the two locally recruited research teams to conduct stakeholder discussions in the three LGAs. The purpose of these stakeholder discussions is to get the perspectives of all the stakeholders who have a say in shaping parental preference for their child's education about the quality of public and IQTE schools in the LGA. The discussions are also designed to the assess the feasibility of the processed IQTE interventions and to assess the measures that need to be put in place if the state schools are to be successful in attracting children away from Tsangaya schools. After the workshop, research instruments for the stakeholder discussions were finalized. In the third week of the visit, the teams were accompanied in the field to conduct pilot Focus Group Discussions.

4. In Kaduna, this was the second visit and the purpose was to gather sufficient information on the IQTE system in the state to then discuss with the state officials their plans regarding IQTE reforms. During the second week of the visit, one to one interviews were conducted with officials of the Education Resource Centre, Ministry of Education, SUBEB, Committee for Integration of Quranic Education, and Bureau for Religious Matters (Islamic) to assess the IQTE integration needs and priorities. The meetings were followed by a one day IQTE workshop where all the stakeholders were brought together to map out the IQTE system in Kaduna and to register their preferred integration strategies. A strategy paper and action plan (first draft) has been developed after the visit, which will be developed further after follow up meetings in the following visit.
5. During the third week, apart from presenting the IQTE strategy for Kano in the MTSS workshop, and accompanying the research teams in the field, a day visit was also made to Jigawa to assess where IQTE fits within the Jigawa state priorities. The meeting with the head of the Bureau for Islamic Education was followed with a detailed meeting with Kayodi, ESSPIN Jigawa State Leader, and Francis Watkins to discuss possible IQTE interventions. On return from Nigeria, an IQTE Two Year Action Plan (provided in the annex) for the three states has been prepared which will be finalized based on feedback of the three ESSPIN state leaders and Francis Watkins.

Purpose of the Consultancy

- To develop and constantly review the IQTE strategy and Action Plan for Kano, Kaduna, and Jigawa
- To plan and constantly supervise all measures put in place to work towards the proposed IQTE interventions in the three states.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
In Kano, two research teams trained for stakeholder discussions and the process started in the field. Progress made on IQTE Board draft	The teams were trained; an instrument was finalized to start the discussions in the field, a pilot was trialled in the field in my presence. Meeting was held with Dr Galadanci to get feedback on proposed IQTE Board draft. IQTE strategy was also presented to Kano state MTSS workshop.	The heads of the two research teams have been left with clear reporting guidelines whereby they are required to send me regular updates and reports. Mustapha in Kano office is responsible for coordinating the day to day activities and supervising the two research teams.
In Kaduna, one to one interviews and a day long workshop organized to develop Kaduna State IQTE strategy & action plan	The interviews were carried out and the workshop was successfully organized. A first draft of IQTE strategy paper for Kaduna has been prepared.	The Access and Equity Specialist at Kaduna office is the focal point for this work. She has been coordinating follow up meetings, which will be carried out during my next visit to fill the gaps and details in the strategy paper and action plan.
In Jigawa, an initial assessment of the IQTE needs is carried out	A one day visit was organized to Jigawa state to assess the importance of IQTE within the state planning and within ESSPIN plans for Jigawa state.	During May, I will spend three to four days in Jigawa at the Bureau of Islamic Education to assess the capacity building needs and to study the effectiveness of their existing pilot of integration of Quranic schools

Background

6. There is a very high demand for Islamic and Quranic schools in the northern Nigerian states. Though there is dearth of reliable data, but whatever estimates are available indicate a much higher number of Quranic and Islamiyya schools than the state owned secular schools in Kano, Kaduna and Jigawa. The governments in the three states are therefore keen to explore potential to use these schools to impart secular education and meeting the UBE targets. In response to requests from the state, ESSPIN offices in the three states are attempting to provide support to the state to gather more reliable data on the IQTE sector, to develop mechanism to better monitor and regulate this sector, where possible help with introduction of pilot reform models, and conduct studies to lead to more informed policies about the IQTE sector.

Findings and Issues Arising

7. As documented above, this consultancy visit was part of a series of visits being documented in the three states to help develop and implement their IQTE sector strategy and action plans. The issues and findings are many and are captured in relevant documents produced for each state after every visit (some relevant documents are listed in the annex).

Options and next steps

8. The contract runs till 31 May 2009 and two more visits are scheduled. In April, I will visit Kano and Kaduna for follow up work on stakeholder discussions and IQTE Board presentation in Kano and follow up interviews for finalization of IQTE strategy paper and action plan for Kaduna. In May visit, I will spend five days in Kano to help the research teams wrap up the stakeholder discussions and start school mapping exercise. I will also spend four days in Jigawa to start close assessment of the capacity building needs of the Bureau of Islamic Education and to assess the feasibility of the current pilot with Quranic schools.

Annexes

1. Executive Summary of IQTE Situational Analysis and Action Plan for Kaduna (First Draft)
2. Two-year IQTE work plan for Kano, Kaduna and Jigawa.

IQTE Strategy & Action Plan for Kaduna

Executive summary

This situational analysis maps out the Islamiyya, Qur’anic and Tsangaya Education (IQTE) system in Kaduna state and explores the potential for the Kaduna state government to engage with this sector to meet the Universal Basic Education (UBE) targets.

Chapter 1 provides an analysis of the available data on the IQTE sector in Kaduna and situates this sector within the broader education provision. The chapter maps the main types of IQTE schools — Qur’anic, Islamiyya, and Ilimi— and provides an analysis of their spatial distribution. These schools exist through out the state but are most heavily concentrated in the northern LGEA, which are largely Muslim. It shows that the strong historical preference for Qur’anic recitation and memorization and learning of Islamic principles coupled with limited employment opportunities has led to high demand for Islamic education within the Muslim communities in Kaduna. It however also notes that due to having a close to fifty-fifty Christian and Muslim population, any reforms or incentives offered to IQTE schools have to be carefully balanced with its mixed population dynamics.

Chapter 2 identifies the priority areas for IQTE interventions. IQTE schools represent three distinct forms of school systems. Within these the Quranic schools, some of which develop into Tsangaya system, need urgent state attention. Children in Tsangaya schools focus only on reading and memorization of Quran with no provision for learning other Islamic or modern subjects. Further, unlike the children in Islamiyya schools, the pupils in Quranic and Tsangaya schools do not attend any secular schools. This sector is thus most in need of state support but any reforms will have to be introduced gradually due to the informal structure of Tsangaya schools and resistance within teachers and parents to secular education. Thus while the main thrust of the IQTE interventions in Kaduna state should be on integration of Quranic schools some attention also has to be paid to improving the quality of education in Islamiyya schools especially since Islamiyya schools have more girls. Finally, for these interventions to be successful it is critical to develop a central body to monitor and support the IQTE sector. This body should also become the focal point for systematically studying the IQTE sector: the scale, the distribution, the basis of demand for Islamic and Quranic education, the reasons for the preferences of Islamiyya schools among females, and the factors driving the Almajiri system. It is also important to understand why the IQTE schools have strong community ownership as compared to state schools. This learning can help develop strategies to attract public support to state schools.

Chapter 3 proposes a two-year action plan for IQTE reforms in Kaduna state. First, it proposes steps towards establishment of a committee that centralizes the efforts of the concerned state agencies to advance the reform programme. Second, it provides recommendations for development, constant monitoring and assessment of a pilot to introduce integrated curriculum in Quranic and Tsangaya schools. Third, it lists a combination of studies that need to be undertaken to enable the state to better support and integrate the IQTE sector in Kaduna.

Chapter 4 analyzes the budgetary implications of this plan.

IQTE Work Plan for Kano, Kaduna & Jigawa (April 2009- June 2011)

1) Reasons for engaging with IQTE

- In Kano, Kaduna and Jigawa the demand for Islamic and Quranic schools is very high. The number of IQTE schools far out numbers the state owned schools thereby making the state recognize the need to draw upon them to meet the UBE targets.
- The governments in the three states are requesting support in monitoring and regulating the IQTE sector and helping it integrate into the secular education system.
- The related objective is to utilize the high demand for Islamic learning to impart secular education through supporting certain pilots to introduce integrated curriculum.
- The third objective of the proposed IQTE interventions is to learn from the IQTE schools and to see whether by replicating some of the practices from the IQTE schools into state schools, the government can develop the same level of community ownership around state schools as is visible in the IQTE schools.

2) Proposed programme

After over one year of involvement with IQTE strategy planning in Kano and initial assessment in Kaduna and Jigawa, it is clear that across the three state the underlying dynamics of IQTE sector and nature of its interaction with secular schools are shared but there are also unique dimensions to each state. What is required is a consistent overarching IQTE integration plan for the three states but with distinct priorities at the state level. There are three levels of interventions that are required across the three states though at different level.

Establishing and strengthening Boards/Committees (Regulate & monitor the IQTE sector)

After the initial assessment it is clear that a core IQTE intervention has to be aimed at strengthening the state capacity to better regulate and monitor the IQTE sector. This is reflected in the demand for establishment of IQTE Board in Kano, an IQTE Regulatory Committee in Kaduna and the need to strengthen the data gathering and monitoring capacity within the Bureau for Islamic Education in Jigawa. Supporting these regulatory bodies is important because currently the IQTE related interventions in the three states are spread across different state agencies, which makes it impossible to standardize data or to regulate, monitor or systematically develop IQTE related interventions. It is important to help these Boards/Committees gather the basic data on IQTE and then to explore means on how to systematically integrate that data within the EMIS system.

Finalization of strategies & start of pilots (Use IQTE to spread secular education)

The second important IQTE intervention under ESSPIN is to help the three states develop realistic strategy papers and action plans around IQTE interventions. Here the emphasis is on supporting the states trial certain pilots to introduce secular subjects in IQTE schools and also to introduce certain IQTE related reforms in the state schools, which can enable the state

schools to attract children away from Tsangaya schools and help build community ownership of state schools. The combination of these two types of pilots should allow emergence of best practice manuals by the end of two years of ESSPIN's work in the field. As part of this learning process, study tours, joint or separate, for concerned officials from the three states can be planned. Options for such study tours could include Bangladesh, Indonesia, Kerala (India), Sudan.

Learning (Best practices from IQTE schools to bring to state schools)

The above two interventions however cannot be successful without supplementing them with carefully planned policy studies to understand the basis of demand and working of IQTE schools. There are four areas of studies, which require systematic attention (see next section). Since the work is most advanced in Kano state, my proposal is to start all these studies from Kano and conduct them at a large scale and then to spread them out to Kaduna and Jigawa at a comparatively smaller scale (though still significant). The justification for this suggestion is that the underlying factors are unlikely to be dramatically different across the three states. Thus, having studied the factors in depth in one state can allow us to expand the studies to other states just to the extent they are required to verify the findings. Each state will however get its own state level reports to launch (thus I will suggest that Kaduna and Jigawa estimate around 40 per cent of the scale of research cost estimated for IQTE research in Kano). Thus, while the core cost will be incurred mainly in one state, the results will be included in the outputs for three states.

3) Outline of studies

All studies proposed below will focus across the three states.

Data on IQTE Schools

All the three states lack reliable data on IQTE schools. Kano state has so far carried out the most extensive survey of IQTE schools but even here there is need for a fresh survey. Kaduna and Jigawa on the other hand only have reliable data for those schools that have chosen to register with the Bureau of Religious Matters (Islamic), and Department of Islamic Education respectively. In attempting to bring the IQTE sector within the fold of the broader education sector and for the state to engage with it both to monitor and to support it, it is important to help develop basic data on the IQTE schools in the three states. Also, for systematic upgrading of this data, it is important to eventually explore means to include the IQTE data within EMIS. There are means to carry out basic IQTE surveys cost-effectively through engaging voluntary associations of religious organizations in the three states.

Study of Tsangaya system & Almajari issue

Across the three states, one of the primary concerns within the IQTE schools is with Tsangaya schools, which are one type of Quranic schools and unlike the Islamiyya schools provide no secular education. They are quite large in number across the three states. Plus, they are most prevalent in remote LGAs, with poorer communities and lowest education indicators. Finally, they are the source of Almajari, the children who go begging on the streets, and who are initially vulnerable to extreme levels of exploitation and abuse and who later themselves become a source of crime. The problem has also been acknowledged at the federal level and the government is currently considering a bill for regulating the system. It is however impossible to develop effective recommendations without first understanding the working of this system. It is therefore important to develop an analysis of the basis of demand for the Tsangaya system, the socio-economic background of children who enter this system, the migration trends within the Tsangaya schools as they follow different routes and move from one state to another, and the future activities of the children who are involved in the Tsangaya system. Understanding the dynamics of this programme is important for the state to plan education reforms and interventions to reach out to one of the most vulnerable student population in the northern Nigerian states.

Female educational choices

Across the three states, there is enough evidence to confirm that Islamiyya schools have higher demand among females. Improving quality of education within Islamiyya schools therefore provides an opportunity to provide secular education to girls. Further, the high demand for Islamiyya schools raises an important policy consideration for increasing girls' enrollment in secular schools. It is important for the state and development agencies to understand why communities have higher preference for Islamiyya schools for their girls over secular schools. Interviews with female students in selected number of Islamiyya schools and their parents would help understand the measures the state needs to put in place within the secular state schools if it is to attract more girls to secular state schools.

Effective school management and community ownership

Strengthening the SBMCs in state schools is one of the key interventions supported under ESSPIN. However, while in case of SBMCs, artificial incentives are being created to involve the communities, Islamiyya and Quranic schools provide an excellent opportunity to understand how communities can be voluntarily involved in supporting and monitoring a school. IQTE schools are established and managed by communities. The communities make financial contributions to these schools and also act as monitors. It is therefore important to understand the reasons communities support the IQTE schools to understand how the state can attract the communities to develop similar ownership of the state schools.

Adult female education

The night Islamiyya schools, which run in the evenings, attract a large number of married women. Often girls who get married at a very early age return to education through these evening Islamiyya schools. What education provision is being made for these women in the evening schools and if and how the state can help improve educational or employment opportunities for women by engaging with these evening Islamiyya schools are issues that need to be explored. Interviews with women in selected number of evening Islamiyya schools and with the heads of these schools will help understand the nature of educational demand among married women in these states.

4) Resources for IQTE work

My time: As lead on IQTE to carry out the proposed work across the three states, I will have to commit more or less the same contract time as I did during the five months inception period. This averaged to 12 days work each month. In terms of other resources, the need will be as follows:

Within ESSPIN, my heaviest reliance will be on the team leaders of the three states and one of the local advisors. In Kano it is Mustapha, in Kaduna it is Hadiza, and in Jigawa it is likely to be Musa. Francis Watkins as the lead on Social Development will be overall supervising the work and Fatima Aboki and other relevant Abuja based advisors such as John Kay and other international consultants engaged under ESSPIN (such as Manos or Sussex research team) will be engaged at every relevant stage.

In addition to this, I see limited need for extra help given that we will have to engage local researchers or teams, as we have engaged in Kano, to carry out the actual research work. It might be useful to budget some days for external consultant to advice on institutional issues around establishment of the IQTE Board in Kano.

Another resource I will like to draw upon is the final year MPhil in Development Studies students at Oxford Department of International Development, University of Oxford. They can be drawn in for various components of research as they have a year to write a thesis and they focus on many of the issues which will be raised in the proposed studies. As part of their thesis, they are required to undertake two to three months fieldwork. Some students end up pursuing the thesis to DPhil level so there is a potential of forming interesting partnerships here. If ESSPIN can provide basic accommodation and a local researcher to accompany the student in the fieldwork, some students can be attracted to write their thesis on issues related to the above proposed studies.

Two-Year Activity Plan for Kano, Kaduna, and Jigawa

IQTE Work Plan (April 2009- June 2011)

States	April	May	June	July	August	September 2009
Kano	-- Stakeholder discussions --ITQE Board	-- Stakeholder discussions -- IQTE Board	-- School mapping (focus on success cases) -- IQTE Board; -- Preparation for IQTE school interventions	--School mapping (focus on success cases); --IQTE Board; --IQTE school interventions; --Start of Almajari pilot study	-- IQTE school interventions; --IQTE Board; --Almajari pilot study	--Inceptions of IQTE school interventions; --IQTE Board; --Almajari pilot study
Key outputs		--3 LGEA stakeholder report— What is wrong with state schools; why are IQTE schools popular?		--What works in schools in the 3 LGEA context		--Instruments to measure IQTE intervention effectiveness; State approves IQTE Board
Kaduna	Follow up discussions on IQTE Strategy & work plan	Continues		Presentation of strategy & work plan to all stakeholders	Continues	Formation of IQTE Committee and start data gathering on IQTE schools
Jigawa	Initial assessment of state involvement in IQTE sector	Identification of capacity building needs within IEB to better regulate the IQTE schools and study of limitations of existing pilot with Quranic schools	Continues	Continues; also start data gathering on the IQTE schools	Continues	Start discussions and host a workshop to discuss changes to existing pilot with Quranic schools

IQTE Work Plan (April 2009- June 2011)

States	Oct 2009	Nov	Dec	Jan 2010	Feb	March 2010
Kano	-- Monitoring of IQTE school model; --ITQE Board; --Almajari pilot study	-- IQTE school model; --IQTE Board; --Almajari pilot study	-- Monitoring of IQTE school model; --IQTE Board; --Almajari study;	-- Monitoring of IQTE school model; --IQTE Board; --Almajari study	-- Monitoring of IQTE school model; --IQTE Board; --Almajari study	-- Monitoring of IQTE school model; --IQTE Board; --Almajari study --Islamiyya schools and girls study
	Key outputs	-- Production of pilot report and plans for detailed study				--IQTE Board inaugurates officially
Kaduna	Continues	Continues	Continues	Committee starts pilot in 40 schools	Monitoring & learning	Continues
Jigawa	Continues	Continues	Continues	Changes proposed to existing state pilot with Quranic schools and may be expanded to more schools	Monitoring & learning	Continues

IQTE Work Plan (April 2009- June 2011)

States	April 2010	May	June	July	August	Sept 2010
Kano	-- Monitoring of IQTE school model; --ITQE Board; --Almajari study --Islamiyya schools and girls study	-- Monitoring IQTE school model; --IQTE Board; --Almajari study --Islamiyya schools and girls study	--Adjusts planned in response to monitoring results; --IQTE Board; --Almajari study --Islamiyya schools and girls study	--Required training imparted to teachers, LGEAs, head teachers; --IQTE Board; --Almajari study --Islamiyya schools and girls study	--Required training imparted to teachers, --LGEAs, head teachers; --IQTE Board; --Islamiyya schools and girls study; --IQTE school management studies	--New school cycle beings with the adjustments & expansion to additional LGEAs; --IQTE Board; --IQTE school management; --Islamiyya schools and girls study
Key outputs				--Almajari study for Kano to be launched		--IQTE Boards develops a clear agenda; --Instrument for measuring effectiveness of reforms
Kaduna	IQTE basic survey data presented	Continues	Continues	-- Adjustments made to pilot --Almajari study starts	Monitoring & learning from adjustments --Almajari study	Continues
Jigawa	IQTE basic survey data presented	Continues	Continues	-- Adjustments made to pilot --Almajari study starts	Monitoring & learning from adjustments --Almajari study	Continues

IQTE Work Plan (April 2009- June 2011)

States	Oct 2010	Nov	Dec	Jan 2011	Feb	March 2011
Kano	- Monitoring new school model; --ITQE Board; --IQTE school management study; --Islamiyya schools & girls study	-- Monitoring IQTE school model; --IQTE Board; --IQTE school management study; --Women & IQTE schools	-- Monitoring IQTE school model; --IQTE Board; --IQTE school management study; --Women & IQTE schools	--Modeling IQTE school model; --IQTE Board; --IQTE school management study; --Women & IQTE schools	-- Monitoring IQTE school model; --IQTE Board --IQTE school management study; --Women & IQTE schools	-- Monitoring IQTE school model; --IQTE Board; --IQTE School management study; --Women & IQTE schools
	Key outputs Islamiyya schools and girls study for Kano launched			IQTE school management study for Kano to be launched		Women & Islamiyya schools study to be launched
Kaduna	Continues --Islamiyya & schools girls study starts	Continues	--Almajari report for Kaduna produced	--Further adjustments to pilot; dons and don'ts; replication to 40 schools & to other IGEAs	--Pilot monitoring & learning -- Islamiyya schools & girls study prepared for Kaduna	--Pilot continues --IQTE schools management study starts; --IQTE schools & women study starts
Jigawa	Continues --Islamiyya & schools girls study starts	Continues	--Almajari report for Jigawa produced	--Further adjustments to pilot; dons and don'ts; replication to 40 schools & to other IGEAs	--Pilot monitoring & learning -- Islamiyya schools & girls study prepared for Kaduna	--Pilot continues --IQTE schools management study starts; --IQTE schools & women study starts

IQTE Work Plan (April 2009- June 2011)

States	April	May	June 2011	July 2011
Kano	--Monitoring of IQTE school model; --ITQE Board	Monitoring IQTE school model; --IQTE Board	--Monitoring IQTE school model; --IQTE Board	--Replications --IQTE Board
Key outputs			Comparative reports from the three studies produced for all the four studies	---Data on IQTE schools made available and integrated with EMIS; ---If successful pilot to be replicable within other LGAs in Kano & possibly in Jigawa; Clear do's and don't developed; ---IQTE Board fully functional; ---4 major studies ready to be launched
Kaduna	Continues	Kaduna reports for the two studies prepared		---Data on IQTE schools made available and integrated with EMIS; --- Pilot with Quranic schools finalized and replicated to other LGAs; clear list of do's and don't developed; ---4 major studies ready to be launched
Jigawa	Continues	Jigawa reports for the two studies prepared		---Data on IQTE schools made available and integrated with EMIS; --- Pilot with Quranic schools finalized and replicated to other LGAs; clear list of do's and don't developed; ---IEB capacity developed ---4 major studies ready to be launched

IQTE Integration Work in Kano, Kaduna & Jigawa: Third Visit Report

Dr Masooda Bano

12 May 2009

Abstract

(23 April- 7 May 2009) Kano & Kaduna

1. This was the third visit in a series of field visits scheduled for Kano & Kaduna between January to May 2009 to develop the IQTE integration strategy and action plan for the three states. Progress was made on stakeholders' survey, IQTE Board proposal, and integration of IQTE data in EMIS. In Kaduna, follow up worked was done on Kaduna strategy paper.

Executive Summary

2. This was the third visit in a series of field visits scheduled for Kano & Kaduna between January to May 2009 to develop the IQTE integration strategy and action plan for the three states. During this two-week visit, action plans supported with cost estimates for IQTE interventions in Kano and Kaduna over the next two-year of ESSPIN programme were developed. In addition, follow up research work and supervision was carried out with the two research teams working on stakeholders discussions in three LGEAs in Kano; a new team was trained to start the model school study; field visits were paid to all the three LGEAs along with the consultants working on M&E and EMIS to assess the potential integrating IQTE data in EMIS. Most importantly the IQTE Board proposal was presented to the Commissioner and the Permanent Secretary of the Ministry of Education, Kano State Government. In Kaduna, follow up meetings were conducted to continue developing the Kaduna strategy paper.

Purpose of the Consultancy

- To develop and constantly review the IQTE strategy and Action Plan for Kano, Kaduna, and Jigawa
- To plan and constantly supervise all measures put in place to work towards the proposed IQTE interventions in the three states.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>In Kano, follow-up work and supervision to be carried out with two research teams;</p> <p>Action plan for next two-year of IQTE interventions and cost estimates finalized IQTE draft proposal to be presented to the Commissioner</p> <p>The consultants working on M&E and EMIS on integration of IQTE data</p> <p>A new research team trained to start the model schools study</p>	<p>Two-days debriefing workshop held with the two teams; further training provided; reports reviewed; both teams to submit all the reports on 20 May 2009. Done</p> <p>Done</p> <p>Done</p> <p>Done</p>	<p>I will write a comparative report for the 3 LGEAs by 30 May and submit to Kano State Team Leader. It will be in ESSPIN report format.</p> <p>I am to make the required changes to the draft and send it back to the State Team Leader and State Quality Specialist to forward it to the Ministry for formal approval. I will work on cleaning the IQTE data and will keep M&E specialist informed. We will work to integrate the IQTE data in EMIS with a two-year timeframe. I am to send the TORs to Kano State Team Leader and research instruments to the research team to start the exercise by 20 May 2009.</p>
<p>In Kaduna, there were two main activities: Finalize a two-year IQTE action plan and cost estimates in consultation with Kaduna State Team Leader and Access and Equity Specialist Do follow up interviews to further develop Kaduna IQTE strategy paper</p>	<p>Done</p> <p>Some interviews were carried out but some important issues need further debates and discussions which will be carried on in the June visit</p>	<p>During the June visit, will present the IQTE strategy paper in a workshop to all the main actors and then finalize the paper. I left a request with Kaduna Access and Equity Specialist to try to see if we can get some information of some of the Quranic school reform programmes put in place by some NGOs.</p>

<p>I was hoping to also spend two days in Jigawa during this visit to start the need assessment process within the Bureau for Islamic Education (BIE). However, due to the work in Kano and especially the need to coordinate two-days of work with the consultants working on M&E and EMIS during the second week, this did not prove possible. The work in Jigawa will therefore formally start in June visit.</p>	<p>It did not prove possible to accommodate the trip during this visit but during the next visit in June, this will be the priority.</p>	<p>The IQTE work in Jigawa will formally start in June.</p>
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Background

3. There is a very high demand for Islamic and Quranic schools in the northern Nigerian states. Though there is dearth of reliable data, but whatever estimates are available indicate a much higher number of Quranic and Islamiyya schools than the state owned secular schools in Kano, Kaduna and Jigawa. The governments in the three states are therefore keen to explore potential to use these schools to impart secular education and meeting the UBE targets. In response to requests from the state, ESSPIN offices in the three states are attempting to provide support to the state to gather more reliable data on the IQTE sector, to develop mechanism to better monitor and regulate this sector, where possible help with introduction of pilot reform models, and conduct studies to lead to more informed policies about the IQTE sector.

Findings and Issues Arising

4. As documented above, this consultancy visit was part of a series of visits being documented in the three states to help develop and implement their IQTE sector strategy and action plans. The issues and findings are many and are captured in relevant documents produced for each state after every visit. The relevant documents to read to follow up on issues emerging from this visit will be three: IQTE Board Proposal (submitted with this report; see executive summary in annex); Three LGEAs comparative stakeholders' report for Kano (to be submitted on 30 May); and Kaduna IQTE strategy (draft already available but the final version is to become available after the June visit).
5. The purpose of this visit was to further develop on the work carried out in the March/April visits in Kano and Kaduna. Main objectives were to support the state team leaders to finalize the action plan for IQTE interventions over the next two years along with cost estimates; follow up on research activities and present the IQTE Board feasibility plan to the Commissioner, and carry on with development of IQTE strategy paper for Kaduna.
6. In Kano during the March visit, two teams were trained to start stakeholder discussions in the three selected LGEAs (Albaso, Kombotso and the Fagge). During the current visit, the first major activity was to hold a two-day debriefing session with both the research teams to assess the progress and to identify the key issues emerging from the discussions. Members from both the teams were made to go through the core issues raised in 16 focus group discussions conducted in the two LGEAs. Based on this, the research teams were further advised to adapt certain practices in the third LGEAs, in which they were yet to start the discussions to address a few issues, which had emerged from the debriefing session. A further half-day

session was held with the team leaders to discuss progress on the LGEA level reports they are supposed to write. The first draft of these reports were also reviewed towards the end of the tour and the team leaders are currently revising the reports based on the feedback and my comments. The team leaders were also directed to prepare a detailed list of all the participants and the locations of the schools that they represented to enable plotting of this information on a map so that we know how extensively we have covered the three LGEAs. They have also been directed to properly label the photographs of the discussions and the recordings. These resources will be submitted to ESSPIN and properly archived once the exercise is complete. The leaders of the two teams are supposed to submit the three LGEA level reports along with detailed notes of the 16 focus groups discussions held in each LGEA (a total of 48 focus group discussions) by 20 May. I will then write the comparative report based on the three LGEA level reports and the notes from the 48 focus group discussions between 21-30 May, which will be submitted to Kano State Team Leader on 30 May.

7. In addition, to working with these two research teams and monitoring their progress and further training them, during this visit, I also identified another team to start work on the next major activity, i.e. to map 21 model schools across the three selected LGEAs. As part of the stakeholder discussions, each group of respondents was asked to identify a few schools in their area where they would ideally like to send their child, i.e. schools which are known to deliver good quality education, especially those which offer an integrated education model. Seven of the most frequently quoted schools from the three LGEAs have been identified as a result of this exercise. The research team is required to study different dimensions of these schools to help identify why these schools work while others are failing. The lesson learnt will be important in designing the reforms planned for integration of IQTE and state schools. I am right now finalizing the research questionnaire for this research exercise based on the discussions with the research team members and would submit that along with the ToRs for the contract early next week.
8. In addition, to these research activities, the other major target for Kano during this visit was to present the IQTE Board feasibility proposal to the Commissioner and the Permanent Secretary. The proposal has been developed after a year of consultations within an IQTE Board Committee that has been supported by ESSPIN and prior to that by CUBE. The feasibility proposal was presented to the Commission and the Permanent Secretary. The Commissioner for Information Technology, who was former advisor to the Governor on IQTE reforms also attended the meeting and the proposed details of the IQTE Board were very well received. Based on the discussion and comments, I am now working on producing the final draft, which is to be submitted to the Commissioner. It has been agreed that the concerned officials within the Ministry will then properly package the draft to forward to the law department. There was an agreement among the members present that there should be concerted

effort to get the legislative approval latest by October 2009 so that the work on the Board can start seriously within the tenure of this government.

9. The third major activity in Kano during this visit was to liaise with the consultants working on M&E and EMIS to ensure that there is no duplication of activities in terms of research and data gathering and to explore possibilities of bringing the IQTE data within the EMIS system. Based on the discussions, it was agreed that in the first instance I will as proposed carry out an informal assessment and data cleaning exercise with the relevant actors to check the reliability of the current data on IQTE and based on that would develop suggestions on how to develop a system of updating IQTE data annually. The most desirable outcome in the long term would be that by the end of two years a system will be evolved where IQTE data becomes part of annual school census exercise.
10. Finally, an important objective of this visit was to develop a two-year action plan and cost estimates for IQTE intervention in Kano in discussion with State Team Leader in Kano. The action plan was developed and cost estimates suggested (available with state team leader).
11. In Kaduna, this time it was just a three-day visit. The main activity was to develop a two-year action plan in consultation with State Team Leader and Access and Equity Advisor in Kaduna. The action plan and cost estimates were prepared and submitted (available with state team leader). In addition, follow up meetings were organized with some of the important actors in the IQTE sector to continue work on the Kaduna IQTE strategy paper. I will need to spend one day this month to incorporate the issues emerging from this round of meetings into the strategy paper. The paper will be ready for circulation for feedback after the next visit in June, once the core ideas have been presented and debated among the core actors involved in the development of this strategy paper in a workshop that is to be planned for June visit.

Options and next steps

12. The current contract runs out on 30 May. It is important to agree future inputs by mid-June if the IQTE work is to be sustained. As proposed in the two-year action plan, the next visit to Kano, Kaduna and Jigawa would commence on 20th June. In Kano, I have to follow up on the IQTE Board development and the research activities apart from starting to develop the specific interventions to be made in schools from September 2009 cycle; in Kaduna I need to hold a workshop to present the IQTE strategy paper and to finalize the paper; in Jigawa I need to start the IQTE work by undertaking a need assessment of Bureau for Islamic Education.
13. The second issue to note is that as has been picked up by Kano State Team Leader and ESSPIN Lead on Social Development, the IQTE work is constantly expanding. It is

therefore important that if possible Kano State Team Leader's proposal to recruit an IQTE specialist is pursued seriously (time to be divided across the three states in the ratio of 70:15:15). I can manage the multiple activities within each state and across the three states but to ensure the smooth progress of work over the two years, it would be important that there is one person who can sustain the IQTE work in between my visits as there are always a number of things that I can leave behind for the person to follow up. For instance, this time, I needed to leave behind the responsibility to develop a new contract for a research team, ensure the new team gets introduced to the LGEAs and gets access to the schools, and ensure proper follow up on the IQTE Board proposal till I return in June. In Kaduna I needed someone to visit and get details on some Quranic school reform models trialled by some NGOs and to get details of a new government committee for Quranic schools. In the past, I had State Quality Specialist (ESSPIN Kano) working with me very closely so that support was adequate and I could leave a list of things with him to carry forward. However, now that ESSPIN work has started at full scale, I get to have very little of State Quality Specialist's (ESSPIN Kano) time, which makes it difficult to leave things for him to follow up. Therefore, it would be very good if we can argue for appointment to be made to cover IQTE across the three states. Kano State Team Leader had asked me to prepare a tentative TOR for such a position. I will send it by next week. I will like to hope that the IQTE Board proposal (the version I am submitting now) will convince Abuja of the need to make a special appointment in Kano for a state level IQTE specialist.

Annex A: Executive Summary of IQTE Board Proposal for Kano State Government

Kano State Government faces severe challenges to meeting the Universal Basic Education (UBE) targets as the state education sector suffers from serious problems of access as well as quality. If Kano state is to make a serious progress towards meeting the UBE targets it has to explore mechanisms to systematically engage with and support the Islamiyya, Quranic and Tsangaya Education (IQTE) schools, which are community owned. The data on state as well as private school provision in Kano is weak. However, there are an estimated 23,135 Islamic schools (Tsangaya, Islamiyya, and Ilimi) with a total of 3016103 students and 79957 teachers. With the total population of 6-21 years old, estimated to be 3.7 million, the data suggests that over 80 percent of this age group attends some kind of IQTE schools. As opposed to this, the 4000 public and private primary and junior secondary schools cater to an estimated 1.5 million students (Kano Education Strategic Plan 2007-2015). This proposal presents the feasibility of establishing an IQTE Board to enable the state to systematically work with the IQTE schools to improve the quality of education provision within these schools and to facilitate the process of integration.

The proposal notes five main rationales for establishment of a separate IQTE Board: one, the large scale of the IQTE sector; two, need for consolidation of existing state efforts towards supporting IQTE schools; three, need for introduction of innovative methods to facilitate the integration process drawing on lessons from non-formal schools in other country contexts; four, need for establishing clear channels of communication between the IQTE school proprietors and the state; five, need to centralize the current state efforts to introduce moral education in state schools.

In developing the rationale for the Board, the proposal also notes the pros and cons of the other alternatives discussed and ruled out. For instance, SUBEB, which could have arguably played this role, is not found to be feasible agency for taking on the responsibility of IQTE sector, because in the long term the sheer difference in number of state and IQTE schools will force SUBEB to shift away from its core agenda of management of state owned schools. Most importantly, to be successful any IQTE reform effort has to rely on innovative and flexible methods around school management, teaching, and curriculum development. The existing process of integration is too costly as it requires appointment of SUBEB teachers in IQTE schools, which the state cannot afford at a large scale. The innovative and cost-efficient reforms required to meet the needs of the IQTE schools will have to come from non-formal school models and might not easily fit within SUBEB mandate which is determined at the federal level.

The Board will therefore be responsible for four core functions: IQTE Data Gathering & Policy and Planning; Improving Quality of Education in IQTE Schools and Facilitating Integration; Introduction of Innovative Methods to Facilitate Integration Drawing on Experiences of Non-

Formal School Models in other parts of the World; and, Networking & Fundraising. There will be many sub-functions within these core functions. The school monitoring and examination system will however remain outside the Board and in the hands of the Ministry and other relevant agencies such as the Inspectorate for Quality Assurance, in order to allow for external monitoring of the Board performance.

The Board will have to be provided 12 months period after the legislative approval to develop the core functions and organizational structure based on learning from other countries. A team of international consultants will actively help the Board management during this phase. In addition, an international consultation workshop will be organized to help the Board members learn from similar Boards in other Muslim countries. To be effective, it would be critical that the Board Chairman and the Executive Secretary are Muslims of good standing with knowledge of Islamic Studies but are specialists in modern education and teaching methods. The Board members themselves will be carefully selected to represent the Ministry of Education, SUBEB, the Inspectorate, and the prominent schools of Islam thought in Northern Nigeria.

The state will bear the cost of establishment of the Board. This cost will be low as it will mainly require redeployment rather than new appointments. The main financial concerns will be around mobilizing funds required to actually support the education process within the schools. For this the Board will have to request UBEC to channel some funds allocated for primary education towards integration of IQTE schools supported by the Board. If successful, the Board has the potential to be replicated across the northern states with large number of IQTE schools. It has the potential to transform the quality of teaching within IQTE schools and to make these schools central players in meeting the UBE targets.

IQTE Integration Work in Kano, Kaduna & Jigawa: Fourth Visit Report

Dr Masooda Bano

5 July 2009

Abstract

(21 June- 1 July 2009) Kano, Kaduna & Jigawa

1. Five days were spent in Kano to follow up on IQTE research activities and board proposal. Two days were spent in Jigawa to assess the capacity of Islamic Education Bureau (IEB) and identify the IQTE needs for Jigawa state. A workshop in Kaduna was organized to present the IQTE strategy to the key stakeholders.

Executive Summary

2. The purpose of this visit was to further develop on the work carried out in May in Kano and Kaduna and to finally start formal need assessment of the IQTE sector in Jigawa state. The main activities in Kano were to follow up on the progress made on the IQTE Board proposal and to complete the stakeholders' study and start the 'successful schools' study. The IQTE work plan was also presented to the DFID Review Team in presence of the Commissioner and the Permanent Secretary. In Jigawa the focus was on undertaking need assessment of Islamic Education Bureau (IEB). In Kaduna the first draft of the IQTE strategy was presented to all stakeholders in a workshop.

Purpose of the Consultancy

- To develop and constantly review the IQTE strategy and Action Plan for Kano, Kaduna, and Jigawa
- To plan and constantly supervise all required measures to ensure adequate progress against the two-year IQTE action plan for Kano, Kaduna and Jigawa.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>In Kano, follow-up work on IQTE Board establishment process;</p> <p>Completion of Stakeholders' study and start of 'successful schools' study</p> <p>Review of progress on IQTE workshop with ESSPIN Lead on Social development</p>	<p>IQTE Board proposal presented to the DFID Review Team and the Commissioner and the Permanent Secretary. The Ministry has now agreed to work on developing the memo to start the formal legal process for initiation of the Board.</p> <p>Done</p> <p>Done</p>	<p>The State Quality Specialist in Kano is going to follow up on this. A two-day workshop is being organized where the IQTE Committee members will meet to carefully go through the Board draft and prepare the formal memo.</p> <p>I will continue to supervise the 'successful schools' from Oxford during July and during the last week of July will write the final report.</p> <p>Agreed that the work plan for the next three months is to be followed as chalked out in the two year approved work plan.</p>
IQTE need assessment for Jigawa state starting with a proper capacity assessment of IEB	Done	An IQTE need assessment note to be prepared by me (attached) and need assessment to be carried on at the LGEA and school level in the August visit.
IQTE strategy for Kaduna presented to all the stakeholders in workshop	Done	The draft strategy paper finalized (attached) and is now ready for circulation. During the next visit any remaining changes will be absorbed and work will start on actual implementation of the strategy starting with assessment of the quality of the current IQTE data and the Quranic school reform models currently in place.

Background

3. There is a very high demand for Islamic and Quranic schools in the northern Nigerian states. Though there is dearth of reliable data, but whatever estimates are available indicate a much higher number of Quranic and Islamiyya schools than the state owned secular schools in Kano, Kaduna and Jigawa. The governments in the three states are therefore keen to explore potential to use these schools to impart secular education and meeting the UBE targets. In response to requests from the state, ESSPIN offices in the three states are attempting to provide support to the state to gather more reliable data on the IQTE sector, to develop mechanism to better monitor and regulate this sector, where possible help with introduction of pilot reform models, and conduct studies to lead to more informed policies about the IQTE sector.

Findings and Issues Arising

4. As documented above, this consultancy visit was part of a series of visits being documented in the three states to help develop and implement their IQTE sector strategy and action plans.
5. In Kano during the May visit, I had presented the IQTE Board proposal formally to the Commissioner and the Permanent Secretary. The proposal itself was based on the work that I had been carrying out with an IQTE Committee formed since last year. After the presentation some further suggestions were made based on which I had further revised the IQTE Board draft and sent the final draft to be circulated to the Ministry and other stakeholders. During the June visit one of the main objectives was to follow up on the progress made on the actual process of initiating the process of securing legal approval for the Board. I was able to make a follow up presentation during this visit to the Commissioner and the Permanent Secretary in the presence of the DFID Review Team. During the meeting the Commissioner reiterated full commitment to establishment of the Board and again reconfirmed that now the Ministry will take over the proposal and would draft the required legal documents to gain formal approval. The Permanent Secretary has advised the IQTE Committee to meet for two days in the week starting 29 June and go through the IQTE Board draft and develop the memo that needs to be issued to take the work forward to the Ministry of Justice and the Governor.
6. The second main activity in Kano was to sign off the stakeholders' discussions study on which two teams had been working. I had been supervising their work (57 groups discussion field notes and three LGEA level reports) from Oxford during May and based on that had written my comparative study. However, I had held on to my report and their reports as they needed some revisions, which could only be made

once I was sitting with the team face to face. During this visit, I spent a day with the two teams finalizing those final details. I also worked with their computer person on the design of the three LGEA reports which if we want we can disseminate more widely. I checked that the actual field notes (handwritten copies as well as the electronic versions) have been submitted for all 57 discussions. They have been handed over to ESSPIN State Communication Specialist, Kano, along with the three LGA reports. I have also handed over the audio tapes and photographs.

7. In addition, I met the third research teams to start the 'successful schools' study. I had trained this team during the last visit but due to complications of developing the contractual agreement after leaving Kano it was decided to start the study when I return. I spent half day going over the research instrument with the team. I also finalized the ToRs for the research team for the Kano State Team Leader (see annex A). The team will send me half of the school reports by mid July and the remaining by 23 July based on which I will write the final report. The findings from this study will help shape the actual interventions to be designed for IQTE schools on which I need to work during my next visit in August.
8. This visit was also important in terms of coordinating roles with other actors. ESSPIN Lead Specialist Social Development joined the activities for one and a half day, which helped review progress against IQTE work plan and helped review the targets for the next three months. I also had a formal meeting with the two teacher training consultants working in Kano to explore possibilities of designing short in-service field based teacher training programmes for IQTE teachers. Finally, I also was able to conduct informal interview with a potential candidate for IQTE State Specialist position in Kano along with ESSPIN lead on Social Development and ESSPIN Quality Specialist in Kano. I also asked the candidate to join me on Saturday when I was working with the research teams to give her a sense of the work we are doing in the area of IQTE. I have also provided written feedback to Kano State Team Leader on this candidate.
9. The other major activity during this visit was to finally start formal assessment of IQTE needs in Jigawa. It was clear from one previous visit that in Jigawa the IQTE work has to start with formal assessment of the capacity of Islamic Education Bureau (IEB) which is responsible for coordinating the IQTE sector. During this visit, I spent two days with senior management of IEB and met the Executive Secretary as well as the staff. As previously predicted, the IQTE needs in general emerged to be quite similar to those identified in Kano and Kaduna: better research and monitoring, need for more innovative interventions for integration and increasing the capacity of the Bureau itself to undertake future monitoring of proposed interventions in IQTE schools. One of the core assignments on the return of this visit was to develop an IQTE need assessment note for Jigawa to guide the immediate areas of activity

(attached). However, I have left the option open for State Team Leader for Jigawa to decide whether or not we will opt for a full strategy paper for Jigawa. In Kano, I had close to 25 days to write the strategy, in Kaduna around 15 days, so converting the current need assessment note into a full strategy paper for Jigawa will take at least another ten days. A decision will be made after my next visit in August when I have planned to go out to the LGEAs to assess IQTE needs at the LGEA and school level as to whether ESSPIN team in Jigawa moves ahead with the actual reforms or first produces a full strategy paper.

10. In Kaduna, the main task this time was to present the IQTE strategy paper in a workshop bringing together all the stakeholders within the state agencies. The workshop took form of a small group discussion where representatives from the four main state bodies participated: Education Resource Centre, SUBEB, Committee for Integration of Quranic Schools, and Bureau of Religious Affairs (Islamic Matters). The day before the workshop one to one meeting was also held with Abu Bakar Tanko from Education Resource Centre who is taking the lead on IQTE work in Kaduna. Since there is also a demand being expressed to support establishment of an IQTE Board in Kaduna, it was agreed that the representatives from the state agencies will decide among on the best institutional model to coordinate and implement the IQTE reforms while ESSPIN will focus on developing the specific interventions to be introduced in the IQTE schools. On return, I have completed the IQTE strategy paper for Kaduna based on the discussions at the workshop.
11. The main issue to follow up from this visit is the appointment of the State Specialist for IQTE. The sooner we have this position filled the more ESSPIN can maximize from my inputs. Currently there is no one at the state level to carry on the work I do during my visits, which means that every time I return I have to pick up from where I left while many things could have been done in my absence if there was someone assigned to undertake that work.

Options and next steps

12. My next visit will be around 10-25th August to follow up on the above discussed work in Kano, Kaduna and Jigawa. Meanwhile, one of my students will arrive in Kano on 10 July to start an eight week fieldwork with two Tsangaya schools to understand the Almajari phenomenon. Her work will act as a pilot study to developing the bigger inter-state Almajari study. I am working with her closely on this and have discussed with the Kano State Team Leader the support we will provide her during this fieldwork. I have already shared her research design with the Kano State Team Leader, and ESSPIN lead on Social Development. She will be required to produce a report for ESSPIN based on the fieldwork.

Annexe A: ToRs for the Model School Study

Two main research activities were planned between January to July 2009 to help plan the IQTE interventions in Kano. The first research activity involved hosting of Focus Group Discussions (FGDs) with all actors (traditional elders, religious leaders, parents, students, teachers, head teachers of state and IQTE schools, etc.), who have an influence over parental decisions over school choice. As a part of this exercise, all stakeholders were also requested to identify the schools that they thought were delivering good quality education, especially those who were viewed to be good at presenting an integrated curriculum. In other words, they were asked to identify the ‘successful schools.’

The purpose of the second study is to focus on 21 of these successful schools (seven each from the three LGAs) who are viewed to be working effectively. The main purpose of this research activity is to identify the factors that make these schools work so that the learning can be transferred to other state and IQTE schools.

In order to carry out this exercise, a briefing session was organized with Samarib Ventures, a research consultancy firm, which has a good record of conducting such research studies (profile attached). Saidu Sulaiman, Chief Executive of Samarib Ventures, will lead the study and a team of three junior researchers (Mr Yakasai, Mr Fagge, and Mr Salihu) will work as junior researchers (profiles attached). The research team is required to cover 21 schools in total, with seven schools from each of the three selected LGEAs (Albasu, Fagge, Kombotso). The list has been drawn based on the names identified in the stakeholder discussions and has been provided to the team (given below). A research instrument has been developed that the junior researchers will have to follow in the field. The junior researcher will be provided 2 days per school: one day (8am-4.30pm) to conduct the fieldwork in the school and the second day to write notes from the fieldwork and to prepare a three page assessment report noting the factors that in their assessment make the school work well.

Role of junior researchers

Each researcher is required to spend a full day in each school to cover the following format: time with the Head Teacher between 8-12 as maximum number of questions are to be addressed to the proprietors or the head teacher who ever is most relevant in the case of a specific school. Between 12:00-12:30 the researcher should try to spend time in a class to briefly observe the interaction between the teachers and students. Between 12.30-2pm, the researcher is expected to spend time with the teachers and ideally host a group discussion. Between 2-4pm, the researcher is expected to conduct a group discussion with the parents and members of the PTA/SBMCs. A research instruments is provided to guide the researcher about questions to be asked to each one of these groups.

Role of senior researcher

In addition, 100,000 Nira is to be budgeted for senior researcher, who will be responsible for supervising the team and for monitoring the quality of the reports produced by the junior researchers. In addition, the senior researcher will be required to write a comparative report, bringing out the main factors that are making these schools work. This work is estimated to take 7 days of the senior researcher's time. It was however agreed to settle on a lump sum amount for the work rather than following a per day rate. In addition, the senior researcher should be allowed Nira 20,000 to cover for limited fieldwork cost to monitor the research team.

The lead researcher will be responsible for sending the 3 schools reports per junior researcher (i.e. total of 9 reports) by 15 July 2009 to Dr Bano after reviewing the reports. The remaining reports are to be delivered by 31 July along with the comparative report.

Contract details

3 Junior Researchers: Each researcher engaged for 14 days. Each will therefore be paid for 14 days of work at the junior researcher's rate. In addition, each researcher will have to be paid fieldwork allowance for 7 days as each one of the three researchers will be in the field for seven days. Thus in total the cost of junior researchers will be: Fee: 14 days x 3 researchers = 42 days. Allowance: 7 days x 3 = 21 days. Senior Research/ Team Leader: Engaged for 7 days of work.

Agreement: The amount of fieldwork cost to be paid in advance. The fee to be paid on delivery of the school reports and the final comparative report.

Other ESSPIN Responsibilities

ESSPIN will have to send an introductory letter to the LGEA to inform them of this research activity. Each of the research team members will also require an introductory letter from ESSPIN that they could take to the LGEAs just as in the case of the other two-research teams to gain access to the selected schools.

ESSPIN is to provide an office camera to one of the team members— Suleiman will need to brief the researcher on the use of the camera.

Details of Junior Researchers for this assignment

No.	Name	Qualifications	Designation	Contact address
1	Auwalu Saleh Yakasai	PGDR, MPA, BSc Sociology	Part time Researcher, Samarib Ventures	0806-5025789
2	Samir Abdullahi Fagge	BSc Sociology, Masters of Development Studies	Part time Researcher, Samarib Ventures	Sa'adatu Rimi College of Education, Kano 0709-5287012
3	Mani Sani Salihu	BA.ed, M.ed.	Part time Researcher, Samarib Ventures	Sa'asatu Rimi College of Education, Kano 0703-0156021

Schools to be covered in each LGA**Albasu**

1. Panda Islamiyya Panda
2. Tsangaya Islamiyya Tsangaya
3. Bataiyya Islamiyya Bataiyya
4. Daho Islamiyya Daho
5. Auda Islamiyya Primary School
6. Chilori Islamiyya Primary School
7. Faragai Islamiyya Primary School

Fagge

1. Haido Islamiyya School
2. Mukhtaryya Islamiyya
3. Khadijs Mus Islamiyya
4. Thirmarul Islamiyya Fagge
5. Gobirawa-Kurns Primary School
6. Mus'ab Quranic School
7. Khairul Bariyya Islamiyya

Kombotso