

Jigawa State School Evaluation Report

March 10, 2024



Consortium Partners





Introduction

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- Education is fundamental to civilisation and human advancement. To effectively carry out this function, schools must undergo rigorous self assessment to identify areas of growth.
- School self-assessment has emerged as a key mechanism to support school development
- In collaboration with the Jigawa state Ministry of Education and State Primary Education Board, the PLANE program's under Output 3 facilitated a graded assessment of non-state schools in Jigawa state. This report details the findings

Why School Self Evaluation

Objectives of the Assessment

- Enhance the quality of education
- Improve accountability
- Encourage non-state schools in Jigawa state to engage in introspection and critically evaluate their own performance, strengths, and weaknesses
- Collect and analyse data that can inform evidence-based decision-making within individual schools, and communities
- Promote continuous improvement within the non-state schools in Jigawa state

Research Questions

- What is the current state of educational quality in Jigawa state non-state schools?
- What are the existing challenges and strengths of these schools?
- How do non-state schools in Jigawa State compare to national or international standards?

Expected Outcomes of School Self-Evaluation

- **Enhanced Quality of Education:** This will drive schools in Jigawa state to consistently improve their educational practices, resulting in better student outcomes and overall academic excellence.
- **Stakeholder Satisfaction:** The involvement of stakeholders in the process will foster a sense of ownership and satisfaction among teachers, students, parents, and the school community.
- **Recognition and Accreditation:** Successful implementation will position the schools for recognition and registration by the government, enhancing its reputation and credibility.
- **Continuous Improvement Culture:** It will instil a culture of continuous improvement, fostering innovation, creativity, and adaptability within the Jigawa school environment.



Methodology

Research Design

- The assessment employed a mixed-method approach, combining both qualitative and quantitative research methods to gather a comprehensive understanding of the topic
- It involved a brief interview or discussion with respondents prompted by queries in the research instrument. Visual aids such as graphs and charts were used to help the reader understand the distribution of the data presented.

Sample and Sampling Technique

- Proportional Sampling was applied to select 300 non-state schools from the available sampling frame across the seven PLANE LGAs.
- However, out of the 300 non-state schools initially sampled, only 268 were deemed suitable and accessible for assessment.

Sample and Sampling Technique

S/N	LGEA	No of IQT	No of Nomadic	No of Private School	No of Unregistered	Total No of NSS
1	Dutse	11	9	47	16	83
2	Gagarawa	6	3	3	13	25
3	Jahun	10	14	11	9	44
4	Kafin Hausa	17	13	8	1	39
5	Malam Madori	15	5	14	6	40
6	Taura	14	5	5	15	39
7	Yankwashi	11	3	0	16	30
	Grand Total	84	52	88	76	300

Table 1: Distribution of Study Sample

Content of Instrument

- The Lagos State Ministry of Education Private School Grading Self-Assessment Tool used during the year 1 pilot was further modified for Jigawa state specific education context to promote ownership and sustainability.
- The self-assessment validation tool after the modification was titled, Jigawa State Schools Self-Assessment Form, consisting of four sections

Content of Instrument

- **Section 1** covers the management and governance of schools (1–7) including school administration, school governance function, etc
- **Section 2** covers the quality of the learning experience (8–15) including learner health, learner safety, promoting girl-child education, reward and sanctions, etc
- **Section 3** covers the quality of the teaching environment under (16-20) covering; the quality of school buildings and premises (disability accessibility and child-friendly), curriculum planning, availability of teachers, etc
- **Section 4** examines the schools' finances, school Infrastructure, school approval status, School ownership, etc

Validity and Reliability of Instrument

- The School Self-Assessment Tool was presented at a plenary section attended by relevant stakeholders and the PLANE technical team in Jigawa state for criticism, suggestions and corrections
- The tools were also subjected to gender and safeguarding lenses and with inputs from Sight Savers and SDDirect.
- The graded assessment was piloted in 35 private schools in Jigawa state to ensure widespread acceptance.



Results

Characteristics of Non-State Schools

Variable	Conventional	Islamic Integrated	Islamic Non Integrated	Nomadic	Grand Total
Ownership Status					
Religious Foundation	5 (1.9)	7 (2.6)	18 6.7	3 (1.1)	33 (12.3)
Single Private Owner	61 (22.8)	32 (11.9)	43 (16.0)	12 (4.5)	148 (55.2)
Two or More Private Owners	8 (3.0)	9 (3.4)	9 (3.4)	5 (1.9)	31 (11.6)
Non-religious foundation	0 (0.0)	1 (0.4)	0 (0.0)	0 (0.0)	1 (0.4)
Others	3 (1.1)	9 (3.4)	17 (6.3)	26 (9.7)	55 (20.5)

Table 2: Frequency percentage distributions of non-state school characteristics (N=268)

Enrolment into Early Childhood Care Development Education, Lower Basic, Middle Basic, Upper Basic and Post Basic Education

		Conventional	Islamic Integrated	Islamic Non Integrated	Nomadic	Grand Total
ECCDE	Male	1798	1194	2469	818	6279
	Female	1920	1416	3438	855	7629
Lower Basic	Male	2432	2225	2658	1065	8380
	Female	2296	2247	3347	1050	8940
Middle Basic	Male	1439	1643	1732	174	4988
	Female	1485	1784	2187	158	5614
Upper Basic	Male	535	150	369	0	1054
	Female	548	143	804	0	1495
Post Basic	Male	423	104	178	0	705
	Female	415	148	395	0	958
Total		13291	11054	17577	4120	46042
Gender Parity		1.0	1.1	1.4	1.0	1.2

Table 3: Statistics of Enrolment into Early Childhood Care Development Education, Lower Basic, Middle Basic, Upper Basic and Post Basic Education

Teacher Data

Type of School	NCE	Degree	HND	Masters	PhD
Conventional	312	339	59	14	2
Islamic Integrated	127	64	5	6	0
Islamic Non Integrated	153	40	2	1	0
Nomadic	39	2	0	0	0
Grand Total	631	445	66	21	2

Table 4: Statistics of Teachers by Qualifications by Type of School

Type of School	No. of Teachers	Total Enrolment	Teacher: Pupil
Conventional	726	13291	18
Islamic Integrated	202	11054	55
Islamic Non Integrated	196	17577	90
Nomadic	41	4120	100
Grand Total	1165	46042	40

Table 5: Teacher-Pupil -Ratio by Type of School

School Facilities

Type of School	Male	Female	Total	Learners Toilet Ratio
Conventional	146	152	298	45
Islamic Integrated	50	65	115	96
Islamic Non Integrated	37	34	71	248
Nomadic	1	0	1	4120
Total	234	251	485	95

Table 6: Number of Functioning Toilet for Learners by Type of School

Availability	Conventional	Islamic Integrated	Islamic Non Integrated	Nomadic	Grand Total
No	19(7.1)	37(13.8)	73(27.2)	46(17.2)	175(65.3)
Partial	7(2.6)	4(1.5)	0(0.0)	0(0.0)	11(4.1)
Yes	51(19.0)	17(6.3)	14(5.2)	0(0.0)	82(30.6)

Table 7: School Fencing by Type of School

Classroom and Facilities

Type of School	Usable Classroom	Pupil-Classroom Ratio
Conventional	611	22
Islamic Integrated	198	56
Islamic Non Integrated	217	81
Nomadic	18	229
Total	1044	44

Table 8: Table of learners- Classroom Ratio by Type of School

School Self Evaluation

Type of School	EMERGING	ENHANCING	ESTABLISHING	EXCELLING
Conventional	26(9.7)	36(13.4)	14(5.2)	1(0.4)
Islamic Integrated	46(17.2)	8(3.0)	4(1.5)	0(0.0)
Islamic Non Integrated	79(29.5)	7(2.6)	1(0.4)	0(0.0)
Nomadic	46(17.2)	0(0.0)	0(0.0)	0(0.0)
Grand Total	197(73.5)	51(19.)	19(7.1)	1(0.4)

Table 9: School Self Evaluation by School Type

Areas of Strength of the Schools in the Assessment

- Internal peer support and mentoring systems for teachers
- Meeting the development needs of teachers externally
- School governance function
- Feedback mechanisms between school and parents
- Learner participation in school governance
- Planning for school development
- Learner Health
- Learner Hygiene

Areas of Weakness of the Schools in the Assessment

- Supervision at Playtime
- Pastoral Care
- Reward and Sanctions
- Learner Attendance
- Teacher Attendance
- Lesson Times
- Continuous assessment
- Is the school environment safe for learners?



Major Highlights of Findings

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- **School Ownership:** Most schools (55%) are privately owned. Religious foundations manage some schools (12%). Shared private ownership exists, but less common (12%)
- **Enrollment:** Early childhood education sees strong enrollment, especially in Islamic Non-Integrated schools. Enrollment drops in higher grades across all types, suggesting challenges in keeping students engaged
- **Teachers:** Conventional schools have more teachers with degrees, while Islamic Integrated schools have more teachers with teaching diplomas (NCE). Few teachers across all schools have advanced degrees (Masters, PhD)
- **Self-Evaluation:** Schools see strengths in lesson planning, teacher support, and resource management. Areas for improvement include community engagement, attendance, curriculum implementation, infrastructure, and promoting equity.



Recommendations

Recommendations

- Non-state schools should prioritise infrastructure development by focusing on building and renovating classrooms, providing necessary facilities, and ensuring a conducive learning environment.
- Ensure equitable distribution of teachers across schools to address disparities in teacher-pupil ratios and provide students with adequate support and attention.
- Develop and implement inclusive education policies to cater to students with special needs, ensuring that all schools are equipped to provide a supportive and inclusive learning environment.
- Implement measures to improve student and teacher attendance rates, such as incentives and support systems, to create a conducive learning environment.

WHO ARE WE

Partnership for Learning for All in Nigeria (PLANE)

Partnership for Learning for All in Nigeria (PLANE) is a seven-year Education Programme funded by the UK Government to invest in a more inclusive and effective education system in Nigeria. The PLANE Programme goal is to realize the Government of Nigeria and the UK Foreign, Commonwealth and Development Office (FCDO)'s shared commitment to drive sustainable improvements in learning outcomes for Nigeria's children.



PLANE IN NIGERIA

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The **PLANE** programme works at Federal Level and in Kaduna, Kano, Jigawa, Yobe and Borno States.

PLANE works on basic education across state and non-state education systems with a focus on marginalised groups, especially girls. It contributes towards real, transformational change, driving progress in the learning environment and supporting improvements in how education is managed and delivered. It will lead to more children going to school, staying in school and learning more.

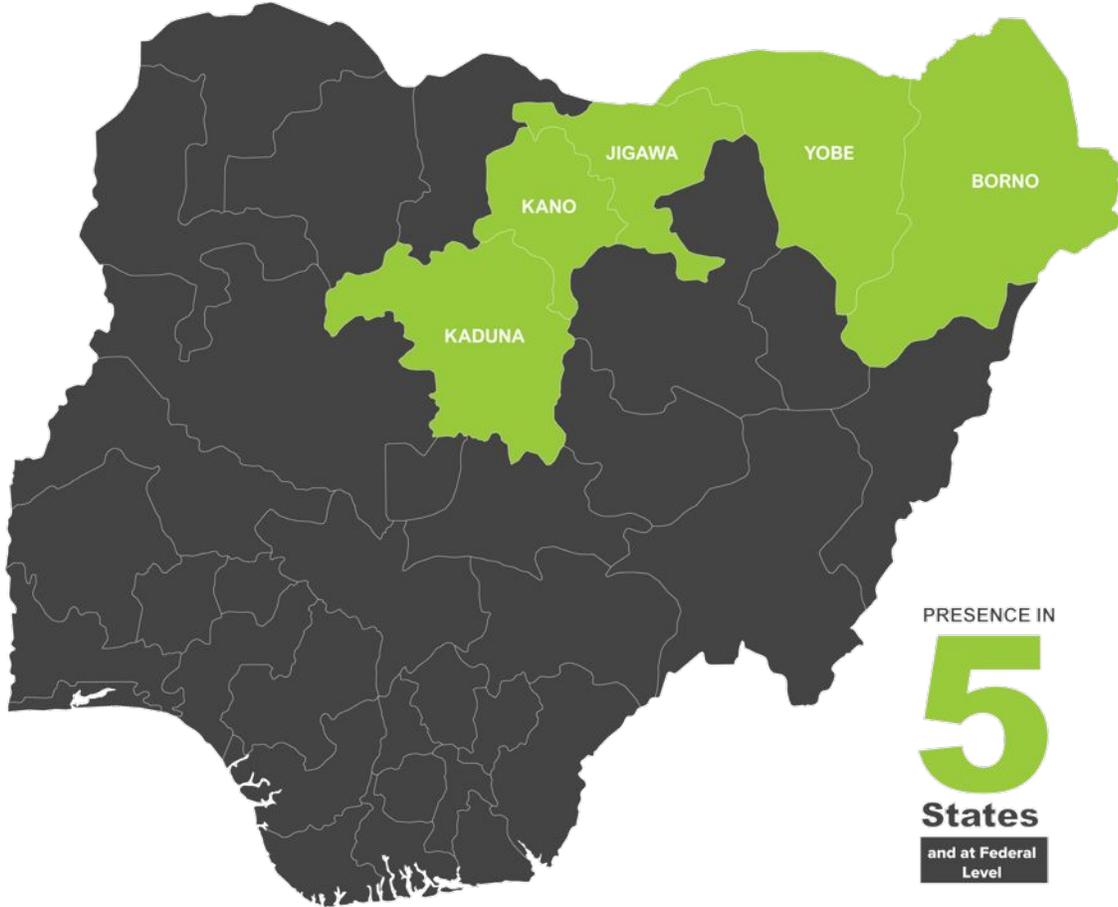


**IMPROVED
EDUCATIONAL
SYSTEMS**

**MARGINALISED
CONFLICT
AFFECTED
CHILDREN**



PLANE STATE PRESENCE IN NIGERIA



PLANE OPERATIONAL WINDOWS

PLANE OPERATIONAL WINDOWS



Window 1

Getting the Foundations Right



Strengthened Learning & Teaching Systems



Improved Governance



Increased use of Data and Evidence

Window 2

Education in Emergencies



Creating access To Foundational Learning



Conflict Affected Children



Supporting Recovery Systems

Window 3

Community Support to Learning



Strengthened Learning & Teaching Systems

PLANE OPERATIONAL WINDOWS



Window

Getting the Foundations Right



Strengthened
Learning &
Teaching Systems



Improved
Governance



Increased use of
Data and
Evidence

Focused on strengthening education systems through better teaching and learning, improved governance for state and non-state education delivery, and increased use of data and evidence.

PLANE OPERATIONAL WINDOWS



Window

Education in Emergencies



Creating access
To Foundational
Learning



Conflict Affected
Children



Supporting
Recovery
Systems

Focused on creating access to foundational learning for marginalised, conflict affected children and supporting the recovery of systems to enable their continued access and retention.

PLANE OPERATIONAL WINDOWS



Window

Community Support to Learning

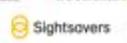


Strengthened Learning & Teaching Systems

Focused on building community support for inclusive learning for all children, especially the most marginalised children through advocacy and behavioural adaptation.

Partnership for Learning for All in Nigeria

Thank You



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