

# PROGRESS REPORT

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# JICTDE

JIGAWA ICT & DIGITAL ECONOMY

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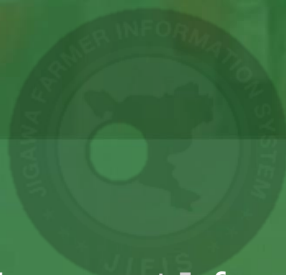
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## Jigawa Education Management Information System (JEMIS)



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# 1.0 EXECUTIVE SUMMARY

This report provides an overview of the Jigawa Creating Opportunity for Mastery, Proficiency, and Technology Empowerment (**J-COMPETE**) Train the Trainer Program, a strategic initiative aimed at addressing learning poverty and advancing educational standards in Jigawa State through digital literacy, data-driven decision-making, and modern pedagogy. The program was launched in collaboration with the Ministry of Higher Education, Science, and Technology (**MOHEST**), with robust support from state officials, technical advisers, and development partners, including UNICEF, FCDO, and PLANE.

The core objective of the Train the Trainer program was to equip zonal and school Education Management Information System (EMIS) officers, principals, and directors with the skills necessary to utilize digital technologies effectively within educational management and teaching practices. Over multiple phases, the program successfully engaged **2,665 participants across 10 zones**, enhancing their capabilities in digital pedagogy and data analysis, and familiarizing them with Jigawa's EMIS platform. Additionally, the program introduced participants to the newly developed **Tertiary Education Information System Dashboard**, which provides real-time insights into post-secondary enrollments and learning outcomes across the state.

## Key Outcomes

- **Enhanced Digital Proficiency:** Educators and administrators improved their competency in using digital tools for educational management.
- **Data-Driven Decision-Making:** Trainees developed practical skills in data collection, analysis, and interpretation, leading to more informed decisions at school and zonal levels.
- **Strengthened Collaboration:** The program fostered a collaborative environment, encouraging ongoing knowledge-sharing and cooperation among educators, administrators, and other stakeholders.
- **Effective EMIS Utilization:** Participants demonstrated proficiency in using EMIS to track key indicators such as attendance, achievement, and learning progress.



## Future Directions

Following the success of the initial phases, it is recommended to scale up the training to include all teachers in Jigawa's 288 secondary schools, focusing on developing foundational digital literacy and enhancing modern teaching practices. This expansion will be further supported by a **six-day step-down training program**, anticipated to reach **3,500 teachers** during the upcoming school holiday period. Additionally, comprehensive baseline assessments and enhanced monitoring by the State Educational Inspectorate and Monitoring Unit (SEIMU) will ensure the program's continuity and effectiveness.

## Financial Considerations

A proposed budget has been developed to sustain and expand the initiative. While the primary component of N597,400,000 will focus on digital platform development, training, and monitoring, an additional N15.4 billion is projected to cover technological upgrades, including the provision of digital teaching tools across all secondary schools in Jigawa. This investment is essential for addressing the state's high rates of learning poverty and empowering the next generation with digital skills and competencies.



Participants during third phase of the program





## 2.0 INTRODUCTION

This report presents an overview of the **Train the Trainer** program, a key component of the **Jigawa Creating Opportunity for Mastery, Proficiency, and Technology Empowerment (J-COMPETE)** initiative, aimed at enhancing education in Jigawa State. The program was designed to equip educational stakeholders with essential digital literacy, modern pedagogical skills, and data-driven management practices, all geared toward improving the overall educational outcomes in the state.

Jigawa State, like many other regions, faces significant educational challenges, including low literacy levels and learning poverty. As reported by UNICEF and PLANE-FCDO, **81.3% of Primary 2 pupils** are unable to identify any Hausa letters, while **96.7% of Primary 4 pupils** cannot identify basic English words. These alarming statistics underscore the urgent need to modernize teaching practices and leverage technology in education.

The **J-COMPETE** initiative, supported by the Honourable Commissioner of Higher Education, Science and Technology, key directors, heads of agencies, and other technical advisers, is crucial in addressing these issues. The program focuses on increasing the proficiency of education managers in utilizing the **Jigawa Education Management Information System (JEMIS)** to track school performance and student achievement. In addition, it introduces the **Tertiary Education Information System Dashboard**, which offers insights into post-secondary school enrolment trends using JAMB data.

With **227 schools, 142,195 enrolled students**, and a total teaching staff of **3,552** (including both permanent and J-Teach staff), the need for systematic data collection and digital innovation is clear. The Train the Trainer program is an important step toward this goal, ensuring that education managers can implement technology-driven reforms across the state to reduce learning poverty, enhance digital literacy, and support evidence-based decision-making.

The report also highlights the future plans for scaling up this program to all senior secondary school teachers across the state, ensuring they are prepared to meet the demands of modern education and better equip their students for the digital age.



## 3.0 REVIEW OF PHASE I & II

The **Jigawa Education Management Information System (JEMIS)** has been implemented in multiple phases to address the educational challenges within the state, particularly focused on data management, resource allocation, and improving learning outcomes.

### 3.1 Stakeholders Meeting

Stakeholders meetings played a crucial role in ensuring the success of the JEMIS initiative. These meetings brought together key educational figures, including representatives from the Ministry of Education, Local Government Authorities (LGAs), donor agencies, and school administrators. The purpose was to align on the project goals, timelines, and the roles each stakeholder would play. These consultations were integral in building consensus, ensuring resource allocation, and resolving potential roadblocks in the project rollout.

### 3.2 Engagement with Education Managers

Direct engagement with education managers, particularly from LGAs and school principals, was necessary to prepare the ground for implementing JEMIS. Workshops and orientation sessions were organized to familiarize education managers with the system and the potential benefits it would bring to data-driven decision-making. These managers acted as liaisons between the schools and the central system, ensuring smooth data collection and validation.



### 3.3 Training of Trainers (TOT)

The TOT program focused on empowering a core group of educators and administrators with the skills needed to implement JEMIS at the grassroots level. These individuals were selected based on their capacity to train others and played a pivotal role in the cascading model of training. The TOT sessions focused on understanding the JEMIS software, troubleshooting, and guiding end-users, thus ensuring that every school could effectively utilize the system.



**Representative of the UNICEF during the demonstration of JEMIS App to the J – COMPETE participants**

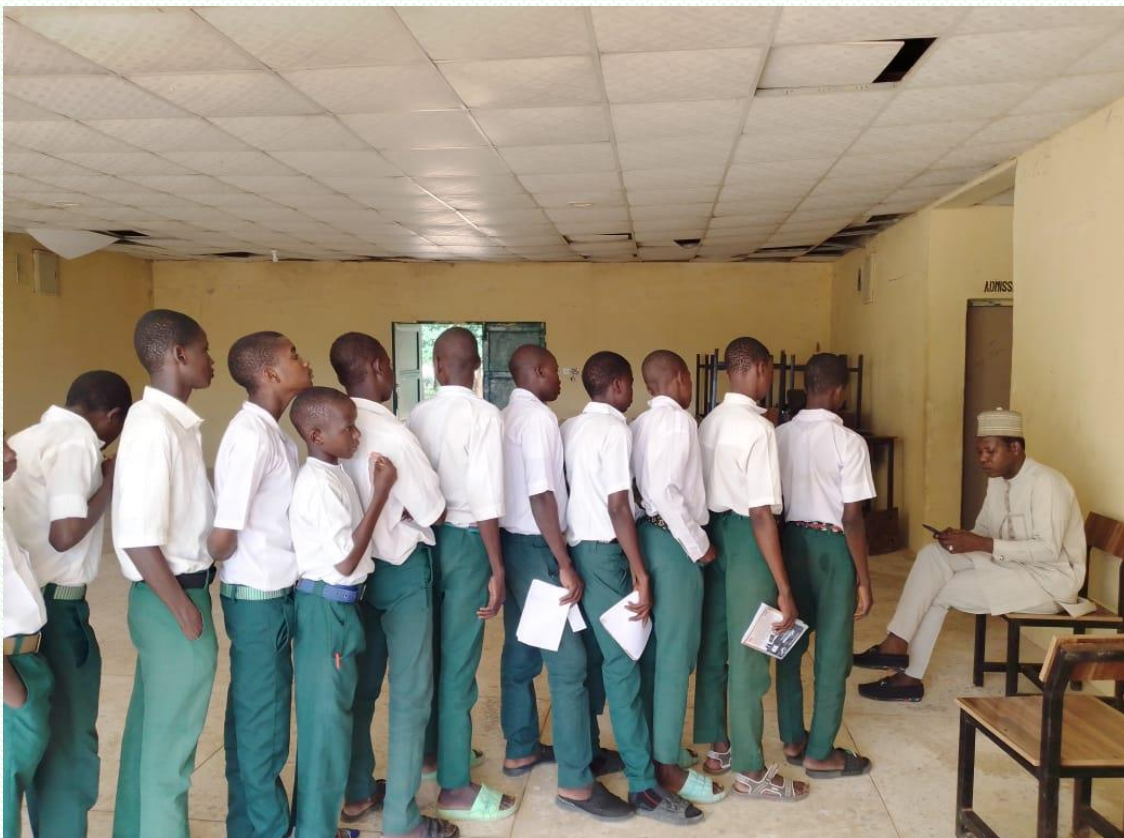


### 3.4 Stepdown Training

Following the TOT, the stepdown training model was initiated to broaden the reach. Participants who had undergone the TOT training were responsible for training school-based staff, including teachers and administrative officers. This phase was essential in ensuring that every school had personnel capable of managing the data systems effectively. Stepdown training was conducted across all 27 LGAs, with a specific focus on rural schools that had limited access to resources.

### 3.5 Enumeration Exercise

The enumeration exercise aimed to gather accurate data on student enrollment, teacher numbers, infrastructure, and school performance. Using the JEMIS platform, enumerators were dispatched to all schools across Jigawa to collect this information. The data was crucial for creating a centralized database to support policy decisions and resource allocation. The exercise involved collaboration with both local governments and school administrators



**SSS Kanya during the students enrollment into JEMIS App**



### 3.6 Challenges

Several challenges were encountered during the implementation of JEMIS. These included:

- **Infrastructure gaps:** Many rural schools lacked the necessary internet access and digital tools to fully engage with the system.
- **Capacity limitations:** Although training was conducted, some teachers and administrators struggled with digital literacy, slowing the adoption process.
- **Data validation issues:** Ensuring accurate data entry across thousands of schools was a significant challenge, requiring additional rounds of monitoring and corrections.

### 3.7 Recommendations and Action Taken

- **Improved infrastructure:** The government, in collaboration with partners like UNICEF, took steps to provide internet connectivity in rural areas, and more digital devices were distributed to schools.
- **Ongoing capacity building:** Continuous training programs were introduced to build digital literacy among educators, with a focus on refresher courses for those facing challenges.
- **Enhanced monitoring:** A dedicated team was established to oversee data validation and support schools with troubleshooting during the enumeration phase. Regular feedback loops were created to ensure that any errors in data collection were quickly identified and addressed.



## 4.0 PLANNING MEETING

The **Planning Meeting** for the Jigawa Education Management Information System (JEMIS) was a critical step in aligning the strategic goals and operational details of the project. During this phase, key stakeholders from the Ministry of Education, local government representatives, donor agencies, and school administrators gathered to ensure that every aspect of the project was clearly defined and agreed upon.

### Key Objectives of the Planning Meeting:

1. **Establish Clear Goals:** The primary objective was to outline the expected outcomes of JEMIS, including improved data management, resource allocation, and enhanced student performance monitoring across all levels of education in the state.
2. **Roles and Responsibilities:** Stakeholders were assigned specific roles to ensure accountability. This included defining the responsibilities of local governments, school principals, and IT personnel in managing the system.
3. **Resource Allocation:** Discussion on the necessary resources, such as digital tools, internet infrastructure, and training programs, were central to the meeting. Financial and logistical support from international partners like UNICEF and GPE were also finalized during this phase.
4. **Risk Mitigation Strategies:** Challenges such as limited digital literacy, inadequate infrastructure in rural schools, and possible data entry errors were identified. Solutions like targeted training programs and technical support teams were planned to address these risks.
5. **Timeline and Milestones:** The meeting outlined the timeline for rolling out JEMIS across all local government areas. Specific milestones were set for training, infrastructure setup, and system implementation to ensure the project stayed on schedule.



## 5.0 TRAINING OF TRAINEES

The **Training of Trainers (TOT)** was a critical phase in the implementation of JEMIS, designed to ensure that key personnel had the necessary knowledge and skills to manage and utilize the system effectively. This phase involved selecting qualified educators, administrators, and IT professionals to undergo intensive training. These trainers would, in turn, conduct further training sessions for school-level staff across Jigawa State.

### Objectives of the TOT Program:

1. **Capacity Building:** The main goal was to build a group of trainers proficient in using the JEMIS platform. These individuals would later train teachers and administrators at local levels to ensure widespread adoption and efficient system usage.
2. **System Familiarization:** Trainers were taught to navigate the JEMIS interface, manage the data entry process, and troubleshoot common issues that schools might encounter during the system rollout.
3. **Pedagogical Skills:** Beyond technical skills, the TOT sessions emphasized teaching methods to help trainers effectively convey the knowledge to others during the stepdown training phase. This ensured that the knowledge could be disseminated clearly and efficiently.



## 6.0 STEPDOWN TRAINING

The **Stepdown Training** phase of the Jigawa Education Management Information System (JEMIS) was designed to ensure that the knowledge acquired during the Training of Trainers (TOT) was effectively disseminated to a broader audience at the school and community levels. This phase was vital to the successful implementation of JEMIS across all 27 Local Government Areas (LGAs) in Jigawa State, particularly in reaching school-level staff.

1. **Widespread Outreach:** The trainers, certified through the TOT program, were responsible for conducting localized training sessions for teachers, school administrators, and data clerks at the school level. This decentralized approach ensured that even schools in remote and rural areas were covered. The training was tailored to suit the varying levels of digital literacy across the state
2. **Content Focus:**
  - **System Usage:** Participants were trained on how to operate the JEMIS platform, focusing on critical functions such as entering student enrollment data, teacher information, and school infrastructure details.
  - **Data Management:** Schools were taught how to validate, update, and maintain accurate records in the system. This included instructions on data quality assurance to ensure the integrity of the information being submitted.
  - **Troubleshooting:** Trainers provided practical solutions for common issues that could arise while using the system, empowering school-based personnel to handle basic technical challenges independently.
3. **Customization Based on Local Needs:** In regions with limited digital infrastructure or where digital literacy was low, trainers adapted the content to be more practical, focusing on manual data collection processes and offering more hands-on support. This ensured that no school was left behind due to technological constraints
4. **Monitoring and Support:** After the stepdown training, trainers continued to provide support to schools through follow-up visits and remote consultations. This helped in identifying and resolving challenges schools faced while using JEMIS in real-time.





## 7.0 ENUMERATION PLAN

The **Enumeration Plan** for the Jigawa Education Management Information System (JEMIS) was a comprehensive initiative aimed at gathering accurate, up-to-date data across all schools in Jigawa State. The enumeration exercise involved the collection of data on students, teachers, infrastructure, and other key educational metrics to support informed decision-making and resource allocation.

### Key Objectives of the Enumeration Plan

- **Accurate Data Collection:** The primary goal was to ensure comprehensive and precise data on student enrollment, teacher distribution, facilities, and other school-related parameters. This would form the basis for planning, policy-making, and resource management across the state's educational sector.
- **Centralized Database Creation:** The data collected was intended to be uploaded to JEMIS, creating a real-time, centralized system that would enable stakeholders to monitor school performance, student attendance, and educational resource allocation.
- **Support for Gender Equality Initiatives:** A specific focus of the enumeration was to capture data on gender parity in education, which would inform initiatives like the Adolescent Girls Initiative for Learning and Empowerment (AGILE) that aim to improve female enrollment rates.





## 8.0 ACHIEVEMENT

The Jigawa Education Management Information System (JEMIS) has marked several important achievements since its implementation, contributing to a more efficient and data-driven educational system across Jigawa State. These achievements can be categorized into the following areas:

- 1. Improved Data Collection and Management:** JEMIS has revolutionized the way education data is collected, stored, and utilized in Jigawa. Through the introduction of digital platforms and tools, the system now offers:
  - Centralized Data Hub
  - Accurate Enrollment Figures
- 2. Gender Parity and Inclusion:** A major focus of JEMIS has been to improve gender equality in education. The system has contributed to:
  - Increased Female Enrollment
  - Support for Vulnerable Groups
- 3. Capacity Building and Digital Literacy:** Through the Training of Trainers (TOT) and Stepdown Training, JEMIS has:
  - Enhanced Digital Skills
  - Sustainability of Training Programs
- 4. Data-Driven Policy and Resource Allocation:** With the real-time data provided by JEMIS, the state government can now make more accurate and efficient policy decisions. These include:
  - Better Resource Distribution
  - Monitoring of Educational Outcomes
- 5. Increased Transparency and Accountability:** The centralized data system has increased transparency in educational management by:
  - Reduced Data Discrepancies
  - Better Monitoring and Supervision
- 6. Support for Long-Term Educational Reforms:** JEMIS has laid the groundwork for continued improvements in education management, including:
  - Continuous Improvement Programs





## 9.0 CHALLENGES

Despite the significant achievements of the Jigawa Education Management Information System (JEMIS), several challenges emerged during its implementation. These challenges impacted the efficiency of the system and posed risks to the long-term sustainability of the initiative.

### 1. Infrastructure Gaps

- Limited Internet Connectivity
- Insufficient Digital Tools

### 2. Low Digital Literacy

- Training Gaps
- Technical Troubleshooting

### 3. Data Accuracy and Validation

- Inconsistent Data Entry
- Duplication of Records

### 4. Resistance to Change

- Cultural and Organizational Barriers
- Slow Adoption in Rural Areas



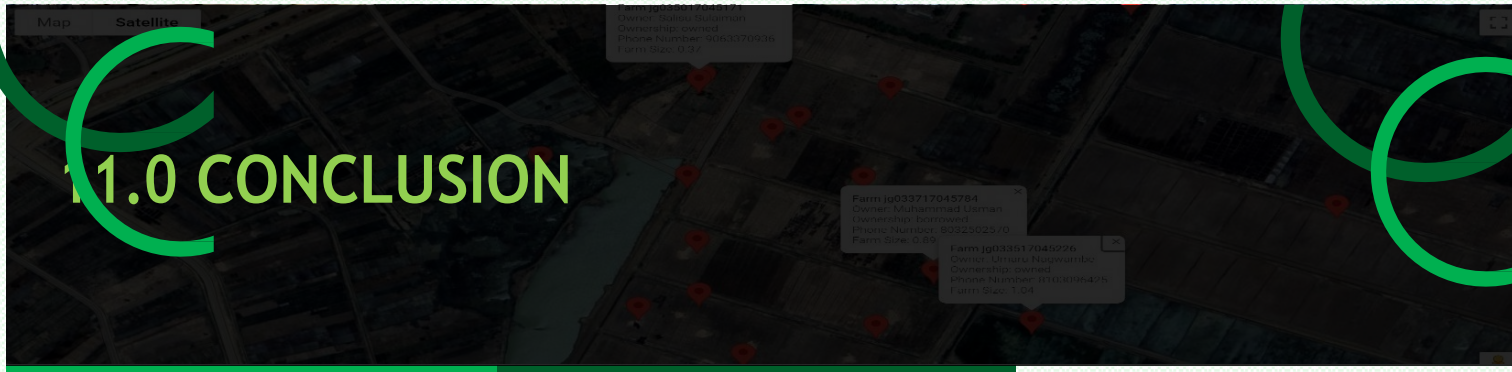


## 10.0 RECOMMENDATION

To enhance the effectiveness and sustainability of the Jigawa Education Management Information System (JEMIS), the following key recommendations are made:

1. **Strengthen Infrastructure:** Expand internet connectivity and provide digital tools to rural schools for improved data submission and real-time updates.
2. **Enhance Capacity Building:** Conduct continuous digital literacy training and establish local IT support hubs to assist schools in resolving technical challenges.
3. **Improve Data Accuracy:** Introduce automated data validation tools and conduct regular audits to maintain data quality.
4. **Engage Stakeholders:** Strengthen partnerships with private schools and increase community awareness about the benefits of JEMIS.
5. **Secure Long-Term Funding:** Explore diversified funding from international partners and allocate sufficient government resources for system maintenance and expansion.
6. **Promote Inclusivity:** Make the platform more accessible by adapting features for low-literacy users and continue focusing on gender-sensitive data collection.
7. **Scale the System:** Regularly update the database and expand it to track more educational metrics like student performance and school finances.





# 1.0 CONCLUSION

The **Train the Trainer** program under the **J-COMPETE** initiative marks a significant milestone in Jigawa State's efforts to tackle learning poverty, improve educational outcomes, and empower educators with the digital skills required for 21st-century teaching. By equipping key education stakeholders with modern pedagogical skills and advanced data management techniques through the **Jigawa Education Management Information System (JEMIS)**, the program has set a foundation for transformative change in the state's education sector.

The data reveals the magnitude of the challenge ahead. With **142,195 enrolled students**, only **1% of primary school pupils** possess foundational literacy skills, and an estimated **700,000 children** are out of school. These figures emphasize the critical need for comprehensive reforms and the integration of technology into teaching and learning processes.

The success of this initial phase demonstrates the potential of the J-COMPETE initiative to address these challenges by building the capacity of educators. The collaboration between the Honourable Commissioner of Higher Education, Science and Technology, the Ministry, and various development partners, including UNICEF and FCDO, reflects a unified commitment to improving educational standards in the state.

As the program scales to reach all teachers across senior secondary schools, the emphasis on continuous professional development, data-driven decision-making, and the use of digital tools will enhance learning outcomes. The next phase, including the planned **six-day step-down training** and ongoing integration of EMIS data for monitoring and evaluation, is pivotal in ensuring sustained impact.

The report concludes that while the investment required for scaling digital infrastructure and teacher training is substantial (with an estimated budget of **₦15.38 billion**), the benefits of reducing learning poverty and preparing Jigawa's youth for a digital future make this initiative essential for the state's long-term development. By addressing these educational challenges now, Jigawa State will be better positioned to foster a generation equipped with the skills to thrive in a rapidly evolving world.





**Hon. Commissioner of Higher Education and Hon. Tech. Adviser on  
ICT and Digital Economy**



**S.A ICT and Digital Economy during the hands on training session**