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The documentary series is arranged as follows:

ESSPIN 0--   Programme Reports and Documents

ESSPIN 1--   Support for Federal Level Governance (Reports and Documents for Output 1)

ESSPIN 2--   Support for State Level Governance (Reports and Documents for Output 2)

ESSPIN 3--   Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)

ESSPIN 4--   Support for Communities (Reports and Documents for Output 4)

ESSPIN 5--   Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

JG   Jigawa

KD   Kaduna

KN   Kano

KW   Kwara

LG   Lagos

EN   Enugu

Contents

Acronyms and Abbreviations

ASC	Annual School Census
BCIA	Big Common Impact Area
CCT	Conditional Cash Transfer
CSO	Civil Society Organization
DFID	Department for International Development
DFIDN	Department for International Development, Nigeria
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FMoE	Federal Ministry of Education
GE	Girl Education
GEP	Girl Education Project
GPI	Gender Parity Index
IQTE	Islamiyya Qur'anic and Tsangaya Education
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
MLA	Monitoring Learning Achievement
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NAR	Net Attendance Ratio
NEI	Northern Education Initiative
NSRP	National Security and Reconstruction Programme
SAGEN	Strategic Action on Girl Education in Nigeria
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SLP	State Level Programme
SSIT	State School Improvement Team
SSO	School Support Officer
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
ToR	Terms of Reference
TOT	Training of Trainers
UBEC	Universal Basic Education Commission
UK	United Kingdom
UNICEF	United Nations Children's Fund
VfM	Value for Money
V4C	Voice for Change

Abstract

1. This paper outlines ESSPIN's approach to access and equity in the second half of the programme (2012 – 2014). The strategy has been developed in the context, and in light of the overall shifts in programme focus, for the second half of the programme and seeks to maximise the programme's long term impact on access and equity in education in Nigeria. The paper describes the core component of ESSPIN's strategy, namely; Girl's Education in Northern Nigeria, Inclusive Education and Gender. This approach is set in the context of key socio-cultural and policy barriers.

Introduction

2. The purpose of this Access and Equity Strategy is to:

- Guide the mainstreaming of gender, equity and inclusion into basic education in six DFID-ESSPIN partner states
- Support implementation of the Nigeria education sector policies on gender, equity and inclusion in basic education, with particular focus on DFID-ESSPIN partner states
- Provide direction and opportunities to meet the educational needs of different groups of children in different socio-economic and geographical contexts in Nigeria.

3. This paper outlines ESSPIN's approach to access and equity in the second half of the programme (2012 – 2014). The paper draws on work carried out in response to the Mid Term Review in 2011. One of the conclusions of the MTR was that whilst ESSPIN was undertaking a number of activities relating to girls education, inclusive education and gender, there was no over arching framework or strategy for these activities. This strategy now provides that framework. The strategy has been developed in the context, and in light of the overall shifts in programme focus, for the second half of the programme and seeks to maximise the programme's long term impact on access and equity in education in Nigeria. It aims to leave a lasting legacy on education policy, programmes and practices in Nigeria. The strategy builds on existing programme activities and seeks to prioritise interventions that will have the most significant long term impact on achieving equity in education in partner states.

4. This strategy builds on earlier reports and strategies and now replaces those strategies, namely the Girls Education and Gender Strategy 2011 and the Inclusive Education Implementation Plan 2011.

5. The strategy starts with a background section setting out the rationale for why an access and equity focus is needed within the ESSPIN programme and current state government policy. It then sets out ESSPIN's approach to improving access and equity in education in the six focus states. This section is followed by descriptions of the core components of the Access and Equity Strategy: Girls Education in Northern Nigeria, Inclusive Education

and Gender. The final section is on results, setting out how the results of activities in this strategy will be measured and how they contribute to ESSPIN's results framework.

Background

Key Statistics

6. The following selected statistics highlight the scale of the problem of access and equity in education in Nigeria.

- School enrolment, progression and completion rates in basic education (Primary and JSS) are still low with a Net Attendance Ratio (NAR) for Primary Education of 60%.[1]
- There are 3.6 million Out of School Children in Primary School and 7.2 million for Junior Secondary, meaning a total of 11million children or 35% of school- age children are still not enrolled in school[2]. The report further indicates a Gender Parity Index of 0.86. National completion rates are just over 50% with 17% of children dropping out of Primary 6 alone.
- Geographical differences in school attendance ratios are also marked, with attendance rates as high as 83% in the South West and as low as 42% and 43% in the North West and North East respectively. In the latter two regions where GEP intervenes, only 49% of primary school age boys and 34% of girls attend primary school and the majority drop out of school by the end of Primary 4 .[3],
- Nigeria ranks 118 out of 134 countries in the Gender Equality Index[4.]
- In 8 northern States, over 80% of women are unable to read (with 54% for men). In Jigawa State, women's illiteracy is 94% (42% for men).
- More than two-thirds of 15-19 year old girls in northern Nigeria are unable to read a sentence compared to less than 10% in southern States.
- Nigerian girls who enrol in school leave school earlier than their male counterparts. Only 3% of females complete secondary school in northern States. Over half of all women in the North are married by the age of 16 and are expected to bear a child within the first year of marriage.
- Near doubling of women teachers in five years (between 2004 and 2008) has not had the effect of doubling school enrolment by girls. This suggests that other factors are in play.
- Corporal punishment, humiliation and intimidation cause girls to drop out of school[5].
- In the South Eastern Nigeria , more boys than girls drop out of secondary school due to preference for a trade, quest for money, parental decision, lack of employment

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[1] Federal Ministry of Education, Situation Analysis Report, 2006
[2] National Demographic & Health Survey, 2004/2005
[3] Strategic Action on Girls Education in Nigeria Survey Report, 2004
[4] British Council Nigeria, Gender in Nigeria Report, 2012
[5] See ActionAid Report (2011) Transforming Education for Girls in Nigeria

opportunities, long process of education and lack of counselling[6]. In Southern Nigeria, there is a moderate bias towards boys' enrolment in the South West; South East displays a bias towards girls' enrolment. In the North, there is a strong bias towards boys' enrolment[7]
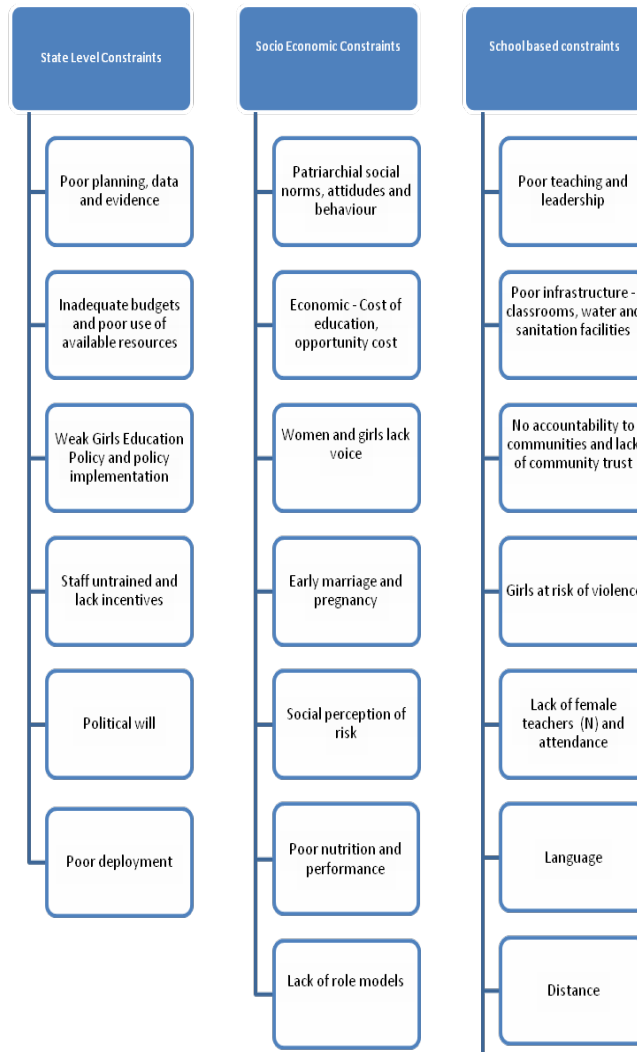
Key Barriers to Education

7. Demand and supply side barriers preventing children entering and staying in school can be categorized into three broad categories[8]:

- Demand Side Constraints: a series of social, cultural and economic constraints that stop many children attending school: dominant social norms, attitudes and behavior such as perceptions of the value of educating girls, the cost of schooling for the poorest households and the need for children to work to supplement household income.
- Supply Side Constraints: the poor quality of education provided in public schools in Nigeria is a major constraint to children attending or staying in school – poor teaching, poor school management, language of education, inadequate classroom and water and sanitation facilities and distance to schools. Non state providers of education, such as private schools, faith schools and community schools provide a trusted and accessible alternative to state schools in many communities, and these schools often provide important access to education for otherwise excluded children (e.g. girls in Islamiyya schools), nomadic communities and low fee paying schools (e.g. private schools in Lagos). Whilst accessible, these schools face many of the same limitations as State schools, for example, poor infrastructure and poor teaching and management.
- Supporting environment constraints: the absence of a supportive state providing adequate resources for education and allocating these equitably and as needed, poor governance and lack of political will, inadequate planning and performance monitoring and weak policy all undermine the State's ability to provide quality education and to regulate and support the non state sector.

8. Figure 1 maps out the most commonly recognized demand and supply side constraints (some well researched and understood others more anecdotal). The barriers that come into play in different states and particular communities vary and result in the need for different strategies and approaches.

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[6] See UBE National Assessment Report (UBEC, 2003)
[7] See Basic and Senior Secondary Education Statistics in Nigeria 2004 & 2005 Report (FME, 2006)
[8] Analysis undertaken during ESSPIN workshop Sept 2011, Access and Equity Review Report, Sue Phillips, September 2011

State Level Constraints	Socio Economic Constraints	School based constraints
Poor planning, data and evidence	Patriarchial social norms, attidudes and behaviour	Poor teaching and leadership
Inadequate budgets and poor use of available resources	Economic - Cost of education, opportunity cost	Poor infrastructure - classrooms, water and sanitation facilities
Weak Girls Education Policy and policy implementation	Women and girls lack voice	No accountability to communities and lack of community trust
Staff untrained and lack incentives	Early marriage and pregnancy	Girls at risk of violence
Political will	Social perception of risk	Lack of female teachers (N) and attendance
Poor deployment	Poor nutrition and performance	Language
	Lack of role models	Distance

Policy Context

9. This strategy is an attempt to support the implementation of the National Policy on Education (2004) which proposes education for All Nigerians. Achieving gender equality in education is also expressed in the 1999 constitution of the Federal Republic of Nigeria which states that access to quality education is the right of every Nigerian child. The National Gender Policy in Basic Education of 2007 is the government's response to the challenges of achieving gender equality in education and addressing deep rooted gender disparities. Other relevant policies in the sector include: the Universal Basic Education Policy; the Integrated Early Child Care and Education Policy; and the National Teacher Education Policy.

10. It is important to note that most of these policies are yet to be domesticated at the state level. In some instances, education administrators and policy makers are not aware of some of these policies.

11. Education policies to address gender disparities and inequalities are under pinned by the National Gender Policy aim to promote equal opportunity for women and men. The

Government of Nigeria is committed to building a nation devoid of gender discrimination, guaranteeing equal access to political, social and economic wealth creation opportunities for women and men; and developing a culture that places premium on the protection of all including children. In furtherance of this goal, the government promotes the full participation of women, men, girls and boys by involving both the public and private sectors as agents of development.

12. In terms of DFID's policy context, DFID's Structural Reform Plan (SRP) includes girls' education as a major priority. Section 1 of the SRP commits DFID to honour the UK's international commitments and support actions to achieve the MDGs. Sections 5 of the SRP states that DFID should recognise the role of women in development and promote gender equality. Specifically DFID commits to approve new programmes to help to increase the number of girls completing secondary and primary education. The SRP objectives are further reinforced in the DFID Business Plan 2011-2015.

13. DFID's new Gender Vision sets the "progression of girls through secondary school" as one of the four key pillars to achieve transformation in the lives of girls and women. The results of the GEC will contribute directly to the Gender Vision by increasing the number of girls in primary and secondary education. Improving girls' education outcomes will also have a positive impact on the other pillars of the Gender Vision: delaying first pregnancy and ensuring safe childbirth; directing economic assets straight to girls and women; and, preventing violence against women and girls.

ESSPIN's Theory of Change

14. ESSPIN's current Theory of Change envisions a Nigerian society, with particular focus on the 6 DFID-ESSSPIN supported states, where all children, especially the vulnerable, achieve basic literacy and numeracy. The critical outcomes for bringing this about are better quality schools resulting from an integrated school improvement programme, community-based demand and support for school improvement and participation of all children, and more efficient government service delivery.

15. The most significant constraint (by far) to providing a decent education to all children in Nigeria is the poor quality of state (and non state) education. Whilst a phenomenal number of children do not attend school, prevented by prevailing social norms, attitudes and behaviours (particularly affecting girls), poverty and the 'cost' of education (direct and indirect); the most significant barrier to access is the poor quality of education that is on offer. Also if demand for education is increased without a wholesale improvement in educational quality, then any gains in the number of children attending school will be lost through drop out and/or lack of achievement of basic literacy and numeracy skills.

16. Bringing about significant improvements in the quality of education in Nigeria will require improvements in schools through better planning, competent heads and teachers, and

improved buildings and water and sanitation facilities. Improvements need to be 'girl friendly, dealing with problems in the school environment that prevent girls from attending school or to drop out before completion of primary or Junior Secondary School (JSS). Addressing school based factors that exclude children, such as those that are affected by disability, or from chronically poor households, will also ensure that the education provided in State schools does not discriminate against any child on the basis of identity. Schools will be better supported, more accountable to children, parents and their communities, and reach out of school children, if children, parents and communities are able to engage more actively in education in their communities. A School Based Management Committee (SBMC) model has been established in all six ESSPIN partner states as a formal mechanism for community engagement with local schools. This model is soon to be adopted as a national policy by UBEC. SBMCs will be instrumental in bringing about changes in the social norms, attitudes and behaviours that act to exclude certain children from school – particularly but not exclusively girls - and helping communities to address barriers to access. The State is not the sole provider of education and improvement of education in Nigeria will also mean improving the quality of education provided through Non State Providers (NSPs): Islamiyya, Tsangaya, community, private, and mission schools being the most significant non state providers of education for children from poorer households, nomadic communities and for girls in some parts of the North.

17. Improvements in schools and schooling will not be achieved without State Authorities providing more effective support which means: effective planning and budgeting to ensure that there are enough schools at the right level and in the right place and that these schools are adequately funded; EMIS to drive planning and performance monitoring; and state governments staffed with trained teams capable of supporting school improvement. Education will be inclusive as State policies and practices will be in place to address the barriers that exclude girls and many other children from school. State Authorities will have the support of non- governmental organizations that will provide a range of support and services to help excluded children acquire an education. Building State support will require a commitment to educational reform at State Government level: additional resources allocated to education at State and federal level; better planning to ensure an equitable distribution of resources; and better governance to ensure that funds reach schools. Building evidence for advocacy to change policy and practice, budgetary reform and budgetary monitoring, together with political engagement with state and federal bodies will underpin change. Pressure from parents and communities, NGOs and the media will also be vital to bringing about change.

18. ESSPIN is working in six states and has developed a range of activities to support change. Whilst significant, the level of achievement to date is relatively small in comparison to the scale of the problem. To maximize impact and leverage ESSPIN will spend the second half of the programme (2011-2014) working with State Governments to implement

statewide school improvements using their own resources. At the same time the programme will work on encouraging other states to adopt the approaches that are proven to work.

ESSPIN's Strategic Approach to Access and Equity

ESSPIN's Approach to Improving Access and Equity in Education

19. ESSPIN's strategic approach to access and equity in the second half of the programme (2012-2014) is grounded in the programme's revised theory of change and agreed results framework.

20. A workshop was held in September with ESSPIN senior managers and technical specialists and four options were developed and assessed[9]. A School Improvement focused approach was agreed as the preferred approach – contributing to achievement of access and equity in education in Nigeria by mainstreaming of gender, inclusion and equity in education policy, programmes and practices in both the State and Non State sector. ESSPIN is well placed to work with government towards this end because of its core focus on school improvement – improvements in schooling and schools, together with community engagement in schools combined with building State capacity to support improvements through better funding, better planning and performance monitoring and technical supervision and support.

21. The strengths of a School Improvement focused approach to improving access and equity are that it:

- plays to ESSPIN's strengths & primary focus on School Improvement;
- contributes to A&E in education in Nigeria through mainstreaming & long term changes in policies, programmes & practices;
- builds on ESSPIN's position of strength with State Governments;
- incorporates a strong focus on empowerment and accountability at community level through SBMCs, including women and children;
- Non State Providers are also included;
- Gives ESSPIN a distinctive focus amongst other programmes.

22. This approach means:

- A greater emphasis on mainstreaming access and equity across outputs and better co-ordination based on a more strategic and shared understanding of access and equity.
- A review of Girls Education and Inclusive Education pilots and development and expansion of approaches to other states as mainstream activities.

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[9] Access and Equity Review Report, Sue Phillips, September 2011

- A review of Special Projects and Challenge Fund Projects to ensure that access and equity concerns are effectively mainstreamed that is IQTE and work on other forms of non state provision (mission schools, nomadic schools, community schools).
- All activities designed to improve girls' access to education need to be examined as a whole, and changes made to implementation so that there are greater synergies. The same applies to inclusive education activities.
- Additional practice innovations to address demand and supply side barriers will need to be limited, driven by opportunities at State level and designed and delivered to provide evidence to inform policy and practice. This will mean a stronger research focus being built into all challenge fund and other pilot/demonstration activities (e.g. CCTs in Kano, support to Christian Mission schools in Enugu and support to community schools in Lagos).
- A review of ESSPIN's core activities through a gender equity lens will help mainstream gender equity across the programme.
- Developing stronger relationships with the key players in education provision who have influence on policy and programmes, particularly State and Federal Government (through Output 2 and Output 3), and civil society partners (through Output 4).
- Working closely and strategically with other programmes that are particularly focused on access and equity in education, especially GEP3, DFID's forthcoming Teacher Development Programme and the Girls Education Challenge Fund (if Nigeria is a selected country). In addition, to existing collaboration with SLPs, the Access and Equity Strategy envisages close collaboration with DFID's National Security and Reconstruction Programme (NSRP) on the relationship between conflict and school exclusion; and with the forthcoming Voice for Change (V4C) programme and the Girl Hub on changing attitudes towards girls.
- Mainstreaming access and equity into the development of ESSPIN's Results Framework and design of individual monitoring and evaluation tools to ensure that ESSPIN is collating data to track and understand change.
- Primary responsibility for Access and Equity will rest with the Output 4 Lead Specialist (CELP) which will help with integration and a more strategic approach to access and equity in the programme. Appointment of an Access and Equity Task Specialist will increase the level of technical support going into Access and Equity and help increase the overall effectiveness of TA in this area. Close working relationships with other Output Specialist and State team leaders will also be critical.

Core Components of the Access and Equity Strategy

The Access and Equity Strategy has three core components:

- Girls Education in the North
- Inclusive Education
- Mainstreaming Gender

23. These components are described below.

Girl Education (GE) in Northern Nigeria.[10]

Strategic objective

24. ESSPIN will pursue two broad objectives for girl education in northern Nigeria:

- Increase enrolment, retention and progression of girls in basic education
- Raise the quality of education in schools in order to improve access, retention and achievement amongst girls

Specific objectives

25. In specific terms, working with State partners, ESSPIN will aim to:

- Increase community participation and ownership of schools, resulting in more relevant and accessible education for girls
- Ensure education opportunities are high quality, safe and girl-friendly
- Create spaces for the voices of girls and women at school, community and state level
- Change social attitudes towards educating girls
- Ensure a supportive and sustainable policy and programme environment
- Develop and test new approaches tackling known barriers to girls education through pilot projects
- Capture learning and evidence of what works/doesn't work and disseminate best practice on girl's education.

Initiatives

26. A Girls Education pilot was initiated in Jigawa in 2010 and a variety of other activities designed to increase girl's attendance and retention in school have been taken up in different states. The Girls Education pilot in Jigawa will not be extended to other states, but rather the lessons of this and other girl focused activities will be mainstreamed into ESSPIN's programme activities as follows:

- Developing State Level Strategies and work plans for mainstreaming a stronger focus on Girls Education in Jigawa, Kano, Kaduna and Kwara. These strategies and supporting work plans will be based on a co-ordinated set of activities across ESSPIN outputs at state level.
- The focus within Output 2 will be on ensuring a supportive policy environment for girls education, working with State government to ensure policies are girl friendly; that the MTSS will increase girls attendance, retention and transition to Junior Secondary School (JSS); working with SUBEB to develop the institutional capacity to strengthen planning and budgeting, monitoring and developing sustainable support systems. States will also be supported to implement the National Policy on Gender in Basic Education. Lessons

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[10] This builds on and supersedes the Girls Education and Gender Strategy May 2011 (Report Number ESSPIN 046)

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will be drawn from the Jigawa pilot and work will be closely co-ordinated with activities at the state level within the inclusive education work stream (see below).

- The focus within Output 3 will be on supporting girl and boy friendly schools, through incorporating a gender strand to SSIT training; a rural teacher housing study in Kwara.[11;] girl friendly physical improvements, particularly separate sanitation facilities; and new work on violence against girls (and female teachers). The IQTE programme and the nomadic schools pilots will also be reviewed to ensure that opportunities for girls are maximised. Young female volunteer teachers are also teaching in IQTE schools and attracting girls to such schools.

- Output 4 activities already place a strong emphasis on girls and inclusive education which are now embedded in SBMC guidelines, training and CGP mentoring support. In the northern states, additional activities designed specifically to increase girls participation in education are being undertaken on a pilot basis: through training of women leaders and mentors (Jigawa), working with gender champions (Kaduna); formation of women's SBMC sub-committees (all states); and social protection measures in Kano (CCT pilot) and Jigawa (uniforms and materials pilot). Within the SBMC programme, working with SBMC and other organizations to support activities that will prevent violence and conflict in schools, a safe spaces pilot will also be introduced in 2012, testing an alternative model to the mixed children's' committees particularly for finding spaces for the voice of girls.[12.] Collaborate with Child Protection Networks in the states to address Violence Against Girls.

- Media and Communications are powerful tools for shaping social attitudes and behaviours and, to date, Greater synergy is developing to mainstream access and equity issues in community theatre, media advocacy, television, radio and other programmes by the Communication and Knowledge Management unit of ESSPIN. Changing cultural attitudes that prevent girls from attending or staying in school will be a continuing priority from 2012 for the Communications team and ESSPIN will work closely work with the Girl Hub and DFID's new Voices for Change (women and girls empowerment) programme when it comes on stream.

- Research and evidence will underpin ESSPIN's focus on girl's education in the second half of the programme. Of particular value will be: the analysis of CGP qualitative reports and questionnaires (March/April 2012); the OPR Self Assessments (April/May 2012); analysis of evidence from the Jigawa Girls Education pilot; analysis of the Kano CCT pilot (World Bank team). Mainstreaming some activities contained in the National Gender Policy.[13] and the National Framework on IQTE in to education sector planning to ensure gender equality and the voice of marginalized group.[14]

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[11] Access & Equity Briefing Paper (2012), ESSPIN.
[12] See Gaventa, J., 2006, Finding the spaces for change: A Power Analysis, in IDS Bulletin Vol. 36, No. 6
[13] National Gender Policy (2006), Federal Ministry of Women Affairs and Social Development
[14] National Framework on IQTE (2011), Federal Ministry of Education.

- ESSPIN's Gender and Equity Task Specialist will work with Output 1 to explore opportunities at Federal Level to leverage influence at State/National level.[15] This will include the dissemination of the National Policy on Gender in Basic Education and ESSPIN will capitalise on its position with FMoE and UBEC and their adoption of SBMC guidelines.

- The main partnerships that ESSPIN will prioritise are with existing government and NGO partners. In developing state level strategies, ESSPIN will look beyond its existing civil society partners and identify organisations, such as LASCOP and NGEI and other women's advocacy that potentially bring support, experience and networks of great value. In deepening the focus on girls education in the north in the second half of the programme, ESSPIN also plans to work closely with GEP3 (UNICEF and partners) and working with the Child Protection Network to addressing violence against girls in schools.

- Creating awareness on the importance of the Girls Centre & Second Chance Education Centres to cater for the educational needs of drop out girls, pregnant and nursing mothers.

27. The key results for monitoring the results of the strategy are captured in ESSPIN's Results Reporting Framework (see Results section below).

Inclusive Education Component.[16]

Strategic objective

28. Providing free and compulsory quality basic education to all children and young persons irrespective of gender, faith, social background and disability is a commitment embedded in policy across all ESSPIN states. The National Policy of Education states that the Nigeria's philosophy of education is based on the development of the individual into a sound and effective citizen. The policy further stresses the full integration of the individual into the community, and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. The National Teacher Education Policy affirmed that ... "all student teachers irrespective of stream or programme, shall take a compulsory course, relevant to each programme, in special Education and Entrepreneurship Education" (FMoE, National Teacher Education Policy 2011)

Specific objectives

29. ESSPIN's approach to inclusive education is to strengthen the capability of communities and civil society to support learner participation and articulate demand for inclusive, quality basic education services, resulting in:

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[15] The Four Year National Education Strategy and other national frameworks above

[16] Incorporates ESSPIN Inclusive Education Implementation Plan June 2011 and recent consultant reports

- Inclusive policies in all six states i.e. each state has a clear inclusive education policy that outlaws all forms of discrimination and promotes learner friendly education; planning data on out of school children that is comprehensive and available; expenditure on access and equity activities in schools is predictable and based on the MTSS; and LGEA desk officers receive information and respond to community access and equity issues;

- Inclusive schools in all six states, i.e. ESSPIN supported schools adopt practices to address barriers to attendance and retention; schools have facilities that meet the needs of all children (separate toilets for girls, safe drinking water and access for children affected by disability); teaching methods used are child-centred with evidence of differentiated teaching methods to take account of learning differences and difficulties; and teachers assess children in ways appropriate to the children's abilities and needs. In IQTE schools, there are efforts to integrate secular basic education into religious instruction in response to demand from parents in these communities for education that is founded on strong moral and religious values, but that also provides some hope of access to employment and practical life skills. The approach, therefore, is targeted at improving access to basic education for Almajiris, girls and some other out of school children in Islamic communities who lack access to public schools for a variety of reasons - socio-cultural, parental preference, difficult terrains, etc.

- Inclusive communities in all six states, i.e. in ESSPIN supported schools SBMCs raise awareness of the value of education for all; they mobilise the wider community around increasing enrolment of the excluded; they voice issues of inclusive education and child welfare at LGEA level; and boys and girls report feeling safe as a result of SBMC action. Parental concern and satisfaction is driving the IQTE system to ensure that children acquire both religious, basic literacy and numeracy. Communities are also supporting the IQTE, nomadic and other forms of community schools.

Initiatives

30. The above will be achieved by:

- Developing State Level Implementation Plans for inclusive education across all ESSPIN states. These strategies and supporting work plans will be based on a co-ordinated set of activities across ESSPIN outputs at state level.
- The focus within Output 2 will be on ensuring a supportive policy environment for inclusive education, working with State government to ensure inclusive education policies outlaw all forms of discrimination; that the MTSS includes activities and funds to meet inclusive education objectives; working with SUBEB to develop the institutional structures, conducting survey on Out of School Children and capacity to strengthen data, planning and budgeting, monitoring, and developing sustainable support systems. This will include awareness creation for all stakeholders on inclusive education; supporting key departments in FMoE, UBEC, SUBEB and LGEA level officers in

mainstreaming Inclusive education into their systems and structures; developing institutional structures and platforms such as Advocacy Task Committee in Enugu and SCIE in Kaduna to ensure the continuity and sustainability of Inclusive Education activities in the states. Working with State governments to utilise the current resources in special school to support disability mainstreaming into the regular schools will be a further activity.

- The focus within Output 3 will be on improving learning, making special schools more inclusive, through follow up SSIT trainings on inclusive education; integrating inclusive education into the general training materials for SSIT/SSO/Head Teachers/Teachers; development of a Field Guide on Inclusive Education and; physical and accessibility improvements to schools such as ramps, wider doors and ensuring that SUBEB adopts the IE designs.

- Output 4 activities place strong emphasis on inclusive education through SBMC guidelines, training and CGP mentoring support. Working with network of CSOs such as CSACEFA, Albino Foundation and Network of CSO of People Living with Disability to create demand on the educational needs of these groups.

- As with girls education, ESSPIN's Media and Communications resources will continue to work on documenting and sharing case studies and evidence of impact that can influence and change attitudes towards out of school children and increasing understanding amongst the wider public. Greater synergy is developing to mainstream access and equity issues in community theatre, media advocacy, television, radio and other programmes by the Communication and Knowledge Management unit of ESSPIN. Opportunities such as Children's Day, Literacy Day, People Living with Disability Day and other special occasions will be used to create awareness of the importance of educating disadvantaged children.

- Monitoring and evaluation is being improved through Out of School Surveys. Developing further support to conduct of baseline survey on Out of School children e.g the OSS already done in Kaduna, working with SAVI in Enugu, Community Education Information Management System in Kwara and Jigawa (C-EMIS)

- Challenge fund to target and attract Out of School Children to school e.g.- Nomadic children in Jigawa & Kano, Fishing community children in Lagos, Rural Housing for Teachers in Kwara, Children from poor homes in Enugu, .

- Research and evidence: considerable work has been done on developing monitoring tools and indicators for inclusive education activities across the different ESSPIN outputs, through informal or formal evaluation and inclusive education indicators are now embedded across ESSPIN's results framework.

- ESSPIN's Gender and Equity Task Specialist will work with Output 1 to explore opportunities at Federal Level to leverage influence at State/National level.17. ESSPIN will capitalise on its position with FMoE and UBEC and their adoption of SBMC guidelines

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[17] The Four Year National Education Strategy and other national frameworks above

- The main partnerships that ESSPIN will prioritise are with existing government and NGO partners and coordinating activities with other organizations and stakeholders working on inclusive education in Nigeria. Inclusive education training of Education CSOs (CSACEFA) at Federal and State level will also take place.
- Conduct further capacity building training on inclusive education for ESSPIN State Specialists (across all outputs).

Gender Component

31. Gender equality refers both to the recognition that women and men have different needs and priorities, and the fact that women and men (and boys and girls) should experience equal conditions for realizing their full human rights, and have the opportunity to contribute to and benefit from national, political, economic, social and cultural development.[18.]

32. The ESSPIN approach to promoting gender equality is to mainstream gender in all policies, strategies and activities implemented by the programme and its State partners. Gender mainstreaming is incremental and will lead to change over time.

33. On occasions in the context of education programmes, gender is conflated with girl's education. Prioritising the education of girls in contexts such as Northern Nigeria, is addressing a gender imbalance that has arisen out of gender inequality. Girls –because of how their identity is constructed - do not have the same access to education as boys. Mainstreaming gender into a programme such as ESSPIN involves examining and changing the social, cultural and institutional norms and behaviours and practices that reinforce gender inequality in education. Similarly, gender is not just about women and girls. Promoting gender equality is about transforming women's and men's roles, identities and power relations to create a fairer society for all. Men and boys are as affected by their gendered identity as much as women and girls. In the context of education, there are instances where boy's education and attainment is undermined by images of manhood which are not associated with doing well at school.[19]

Strategic objective

34. Ensure that girls and boys have equal access to education, learning process, education outcomes and are not excluded from achieving an education on the basis of their gender.

Specific objectives

35. The following specific objectives are based on the DFID Gender Equality Framework agreed by SLPs.

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[18] ESSPIN Gender and Social Exclusion Position Paper, Emmanuel Trepanier, May 2009
[19] DFID Gender Manual: A Practical Guide'

- Build capacity of State governments to analyse, plan & monitor delivery of educational services to women and girls based on disaggregated gender statistics
- Promote individual and organizational change within ESSPIN and State partner institutions
- Integrate gender planning into preparation and delivery of the school improvement programme
- Support initiatives to make voice and accountability mechanisms gender sensitive

Initiatives

36. Within ESSPIN and during the second half of the programme, these objectives will be achieved by a series of cross-cutting gender initiatives (across all outputs).

- Addressing gender issues in strategic and operational planning
  - Incorporation of specific targets relating to the needs of women and girls in sector plans, medium term strategies, and LGEA action plans for purposes of resource allocation; and also as a basis for prioritisation of locations with high gender disparities
  - Disaggregation of statistics by sex (e.g. data on participation, learning outcomes, activities/inputs, facilities, etc.), improved gender analysis of data, and identification of gaps in planning data that prevent gender analysis.
  - Monitoring of specific Gender Parity Index and indicators in annual education sector performance reviews, highlighting gender differentials to be addressed in the MTSS.
  - Support the dissemination of the National Policy on Gender in Basic Education and its implementation strategies.

- Facilitating organisational change to achieve:
  - Adequate representation of women in State planning and implementation teams, e.g. State Steering Committee, MTSS technical committees, SSITs, etc.
  - Balanced gender representation factored into restructuring of education MDAs
  - Capacity building for State and LGEA gender officers, senior MDA officials, and ESSPIN personnel
  - Analysis of opportunities and constraints faced by women in teaching and management positions; recommendations included in leadership and career development plans for women teachers and head teachers, and in recruitment reforms. This process will commence with a pilot study on teachers deployment particularly for women teachers in Kwara.
  - Increased emphasis on gender in ESSPIN ToRs for consultants; 'gender proofing' by Lead Specialists and STLs to ensure that gender concerns are appropriately addressed in all relevant cases.
  - Operational gender training for ESSPIN State specialists; simple gender training for other ESSPIN staff

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- Reactivation of the cross-SLP gender working group to implement joined up approaches to gender mainstreaming

- Integrating gender planning in school improvement
    - Development of training modules for School Support Officers, head teachers and teachers in inclusive education and gender analysis
    - Development of lesson plans for implementing a gender sensitive curriculum
    - Support the implementation of the National Policy on Gender in Basic Education to consider short and long term strategies for increasing the number of female teachers in primary education.
    - Support the development of gender- sensitive lesson- plan evaluation instruments
    - Provision of separate toilets for girls and establishment of safe spaces on a pilot basis as mechanism for peer support and education
    - Awareness creation on the importance of Integrating gender planning into preparation and delivery of the school improvement programme e.g. during International Women's Day, Literacy day and other strategic period
    - Support effective awareness campaigns to inform, sensitize and dispel misconceptions and cultural inhibitions against girls' in the North and boys' education in the South East and Children Living with Disability in any part of the country.

- Engendering voice and accountability mechanisms
    - Strengthening SBMC mechanisms for women and girls participation through women's committees and girls clubs/ safe spaces and research on women's participation in difficult contexts (Jigawa, Kano and Kwara).
    - Strengthening civil society capacity for gender advocacy in conjunction with SAVI
    - Advocacy through strategic communications led by the media, in conjunction with SAVI
    - Capacity building / gender training for State Houses of Assembly, in conjunction with SAVI

Key Results for Gender

37. Outputs and outcomes of planned initiatives will be intermediate given that gender is cross-cutting. Ultimately, gender initiatives will contribute to key results for school improvement and girl education. A monitoring tool to track the influence and impact of gender and other Access/Equity initiatives on log frame indicators has been developed (Table 1).

Key results /Targets for monitoring progress

38. ESSPIN's revised results framework mainstreams improving access to education for all and equitable education results into every level of the results chain and log frame.

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39. At **impact** level the key indicators is Impact Indicator 4:

   Gender Parity Index (gross enrolment) in public primary and junior secondary education in focus states [MDG Indicator 3.1]

40. At **outcome** level the key indicators is Outcome Indicator 2:

   Public primary and junior secondary education Net Attendance Ratio (NAR) of the lowest economic status quintiles in focus states (%) disaggregated by sex

41. At **output** level key indicators are show in table 1 below:

   3.4 Number of learners, especially girls, who benefit from better infrastructure (water, sanitation and classrooms)

   4.1b Number of communities where the concerns of women and girls are reflected in SBMC decisions

   4.3 Inclusive policies and practices at State and school/community levels. In addition, access and equity issues are being mainstreamed into the entire programme to contribute to all the programme outputs as shown below.

   4.3a- Inclusive policy with the following dimensions:

- State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education.
- Planning data on out-of school children is comprehensive and available
- Expenditure on access and equity activities in schools is predictable and based on the MTSS
- LGEA Desk Officers receive information and respond to community access and equity issues

   4.3b- Inclusive schools with the following dimensions:

- School practices address barriers to attendance and retention
- Schools have facilities that meet the needs of all children (separate toilets for girls, safe drinking water, access for children affected by disability)
- Teaching methods are child-centered with evidence of differentiated teaching methods to take account of learning differences and difficulties
- Teachers assess children in ways appropriate to the children's abilities and needs and use tools that test children's knowledge, skills and attitudes rather than relying on examination scores

   4.3c- Inclusive communities with the following dimensions:

- SBMCs raise awareness in communities of the value of education for all children including commonly excluded groups
- SBMC mobilize the wider community to enroll school age children and keep them in school

- SBMCs voice issues of inclusive education and child welfare in and around schools at LGEA level SBMC forums
- Boys and girls report feeling safe in school as the result of SBMC/community action and SDP provisions to make schools safer for children

Sub-output reporting

42. In addition to reporting annually on log frame indicators above, we will track progress on a quarterly basis through reporting on relevant sub-outputs. For example, each state quarterly report includes monitoring data on Access and Equity components as shown below:

S/N	Access & Equity components	Planned (Target)	Achieved (Actual)
	Girls with access to separate toilets		
	Learners benefiting from Challenge Fund projects		
	Learners in IQTE schools receiving basic education (Kn, Kd, Jg)		
	Female learners benefiting from cash conditional transfers (Kn)		
	Additional girls in school (girl education project - Jigawa)		

43. ESSPIN's Monitoring and Evaluation framework includes data collection methods to support the delivery of quantitative and qualitative data to support measuring of achievements and gender disaggregated data at every level. As far as possible data collection and analysis is being mainstreamed into government systems (e.g. SSO reports and SMO reports). In addition.

Table 1: Tracking Access & Equity Dimensions of ESSPIN Log frame Indicators

Output	Output indicator	A & E strategic initiatives to support achievement of results (See detail initiatives for Girl Education, Inclusive Education and Gender in the strategy)	Annual progress
1.1	Disbursement rate of UBE intervention fund for basic education	Influencing disbursement to consider gender, inclusive issues & cater for other vulnerable & excluded children (Almajiri, Nomadic & fishing community children).Training on gender mainstreaming and inclusive education for FMoE, UBEC & NSAs	

1.2	National System established for: monitoring learning achievement, Annual School Census, SBMC implementation	Gender disaggregated data in ASC Gender & IE issues in SBMC guidelines & policy Supporting UBEC for SBMC domestication by States	
2.1	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGA level	Gender disaggregated data for MTSS, planning and decision making	
2.2	Quality of procurement, infrastructure development/maintenance and supplies management at state and LGA level	Boys and girls needs considered and reflected in classroom, toilet & urinal design	
2.3	Quality of school support and quality assurance services at state and LGA level	School attendance record used to follow up children at 'risk of dropping out'	
2.4	Capability of education agencies to engage and collaborate with local communities and CSOs at state and LGA	Mentoring for SMD on Gender disaggregated data for planning and decision making	
3.1	Number and proportion of public primary school and JSS using a school development plan	Gender & IE concerns considered and reflected in school development plans, classroom and toilet improvement`	
3.2	Number and proportion of head teachers in public and non-state schools operating effectively	Gender & IE issues considered in teacher training Gender & IE issues planned for SSIT, SSO, Head Teacher development programme	

3.3	Number and proportion of teachers in public and non-state schools who can deliver competent lessons in literacy and numeracy	Gender and IE issues considered in teacher development programme & lesson planning	
3.4	Number of learners especially girls benefiting from better infrastructure	Supporting child friendly school (safety, convenience, safe water, sanitation and hygiene facilities. Provision of separate toilets & urinals for girls & boys	
4.1	Number of public and non-state schools with functioning SMBCs Number of communities where SBMC reflect the concern of women and children	Composition of Access, Gender & Equity sensitive SBMC Women committee in SBMC Pilot Girls Clubs/ Safe Spaces in Jigawa. Girls and women group putting forward suggestions which feeds into general SBMC decision	
4.2	Quality of Civil Society advocacy and mobilization for School Improvement and marginalized group at the community and LGA	CSOs mentoring SBMC on advocacy strategy for demand and supply issues in school improvement. Mobilizing for Out of School Children	
4.3	Inclusive policies and practices at state, schools/community level	State Committee on Inclusive Education to develop IE policy, Inclusive schools and Inclusive communities. Development of Inclusive Education Policy Support domestication and implementation of Girls Education policies Strengthen capacity of Girl Child centre, Second Chance Centres, Gender Champions & Other GE initiatives IE practices as part of teacher improvement trainings.	

Conclusion

44. This paper has set out how ESSPIN is responding to Access, Gender and Equity issues in the education sector of Nigeria, particularly in DFID-ESSPIN focus states. The commitment of State governments, in intention and allocation of resources, will be crucial. ESSPIN will continue to push for State leverage.

Annex 1: UBE Community Initiated Self-Help Project Implementation Manual (2009)
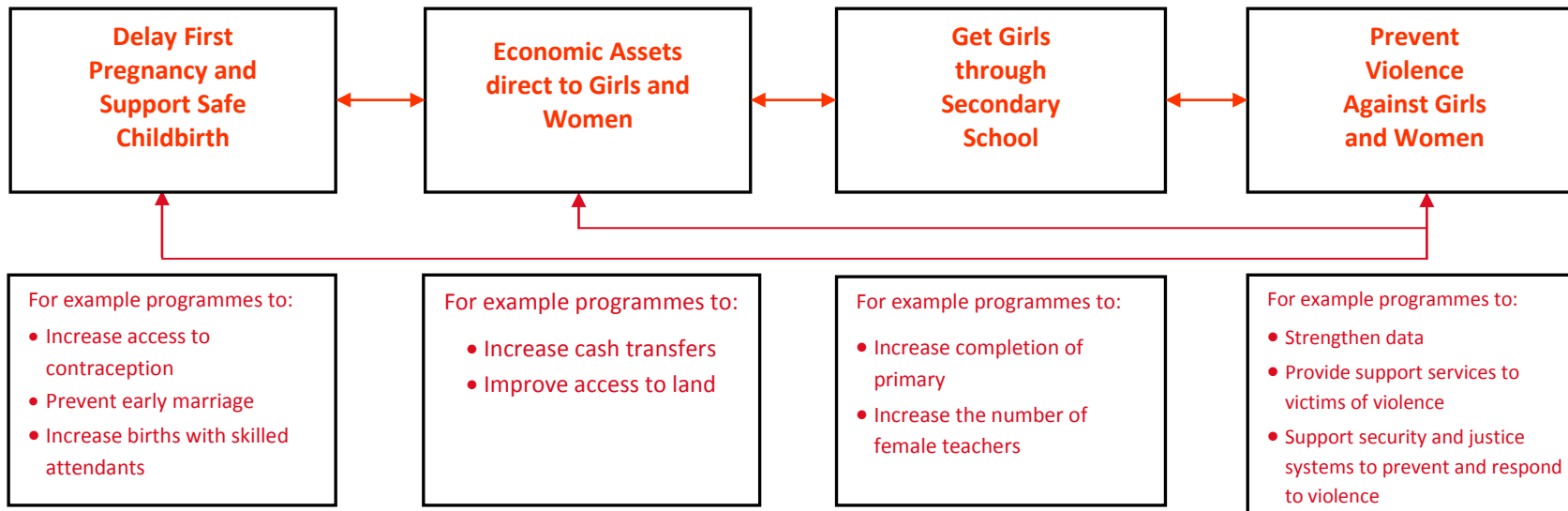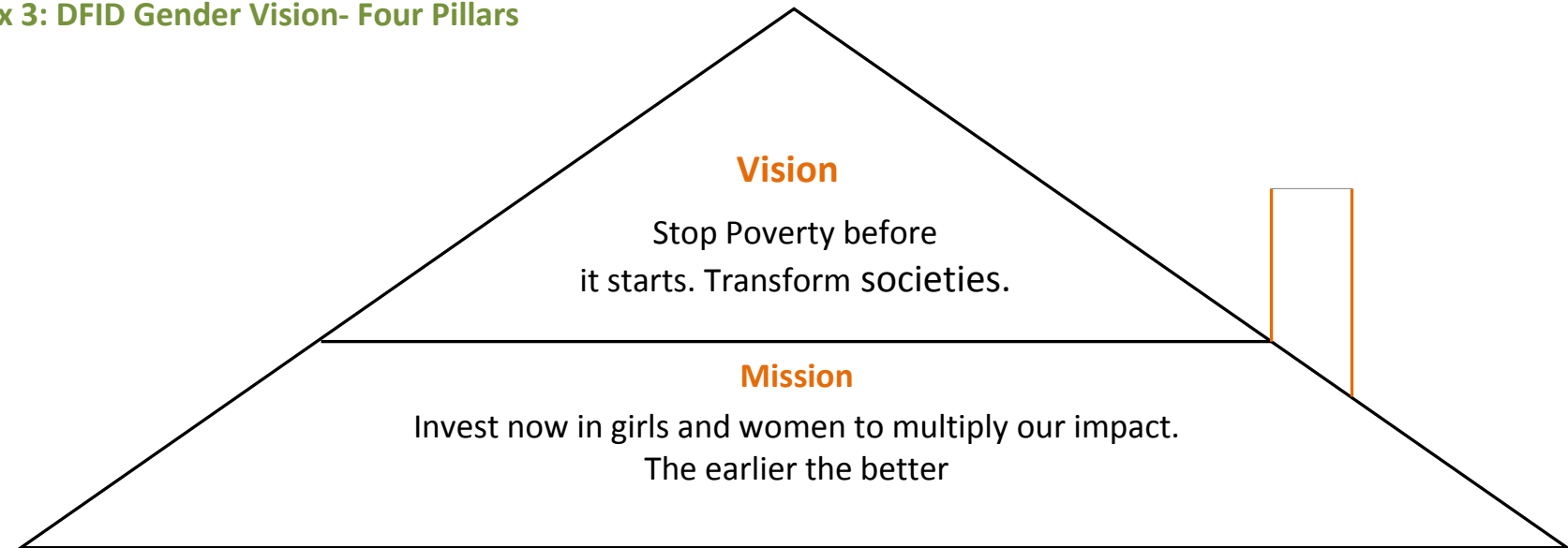
PROJECT	JUSTIFICATION
Programmes for strengthening Islamiyya schools	To enhance moral education
Creating programmes for drop-outs from the formal school system	To enhance poverty alleviation, future job creation and self employment
Provision of equipment for boys and girls craft centres	To make for special adjustment and usefulness in society
Providing sports and games equipment facilities and trophies to institute inter and intra school competition	To raise state of physical fitness and academic excellence
Creating programmes that will engender healthy competition among pupils such as debates, quizzes	To make pupils strive for excellence
Create programmes for street children using existing school facilities	To ensure that children of school age outside the formal system are educated
Creating programmes for persons who need basic education but could not obtain same through formal education using existing facilities including the mentally and physically challenged children.	To increase the level of literacy
Provision of television viewing centres in the school or close to it.	To enhance social interaction and information dissemination
Support for alternative schools (market schools, girl/boy centres etc	To ensure that children outside the formal school system are educated
Provision of activities that will enhance social interaction within the community and information dissemination e.g. using film/projector to show films on HIV/AIDs	To enhance information dissemination.

Annex 2: Access & Equity work plan: Extract from ESSPIN comprehensive work plan

Sub-Output	Activities
Disbursement rate of UBE intervention fund for basic education	- Create awareness on access, gender, equity and inclusive education - Support states access the 2% inclusive education grant
National System established for: monitoring learning achievement, Annual School Census, SBMC implementation	- Support SBMC domestication at state level. - Create awareness on the importance of Out-of-School Survey.
In-service support system in place for teachers	Promote Inclusive education practices
IQTE scale –up programme	Expand Islamiyya and Tsangaya programmes in Kano Commence implementation of Tsangaya programmes in Kaduna and Jigawa
Number of learners especially girls benefiting from better infrastructure	-construct separate latrines for boys and girls -Construct boreholes -construct model classrooms - Facilitate community involvement in supervision and maintenance
SBMC trained and supported	Support planning and initial implementation of UBEC's National replication Facilitate SBMC visioning exercises in new SIP locations Support strengthening of SBMCs through mentoring process managed by CGPs
Advocacy and training conducted on participation of women and children	Develop the capacity of State and LGEA personnel to support SBMCs Support State Task Teams to mobilize resources for and monitor development of SBMCs Improve inclusive practice within SBMCs through CGP mentoring Strengthen women and children committees Support CSO monitoring visits and reporting Facilitate public discussion forums
Inclusive policies implemented	Support baseline research on out-of-school children (Kaduna and Enugu) Support SUBEBs to coordinate partnerships with NGOs working to promote inclusive education Provide relevant training for State and LGEA level personnel in inclusive education

Inclusive practices demonstrated in schools	Provide training for teachers in inclusive practices Provide training for head teachers on measures to increase school attendance and retention
Inclusive practices demonstrated in communities	Provide training for SBMCs on measures to increase school attendance and retention (particularly for disadvantaged children) Support CSOs to mobilize communities to give all children a chance at schooling
Kano CCT programme implemented	Revive Kano CCT programme through political engagement with KSG Review and finalize co-funding arrangements Disburse outstanding transfers Monitor attendance, transition to JSS, etc. through impact evaluation
Girls education pilot (Jigawa) completed	Evaluate girls education pilot Agree and implement scale up plan in Jigawa (with SUBEB) Agree and implement expansion plan to Kaduna Collaborate with GEP3 through exchange visits
Challenge Fund projects for Year 4 completed	Finalize CF proposals and commence Implementation (Lagos & Kano) Implementation of CF initiatives in other states Write up case studies for Year 4 annual report

Education Sector Support Programme in Nigeria

Annex 3: DFID Gender Vision- Four Pillars

Vision

Stop Poverty before
it starts. Transform societies.

Mission

Invest now in girls and women to multiply our impact.
The earlier the better

Delay First Pregnancy and Support Safe Childbirth	Economic Assets direct to Girls and Women	Get Girls through Secondary School	Prevent Violence Against Girls and Women

Delay First Pregnancy and Support Safe Childbirth

For example programmes to:
- Increase access to contraception
- Prevent early marriage
- Increase births with skilled attendants

Economic Assets direct to Girls and Women

For example programmes to:
- Increase cash transfers
- Improve access to land

Get Girls through Secondary School

For example programmes to:
- Increase completion of primary
- Increase the number of female teachers

Prevent Violence Against Girls and Women

For example programmes to:
- Strengthen data
- Provide support services to victims of violence
- Support security and justice systems to prevent and respond to violence

Challenge discrimination against girls and women + build **Enabling Environment** effective legal frameworks to protect girls'and women's rights + increase the value given to girls and women by society and men and boys + increase the power of girls and women to make informed choices and control decisions that affect them + enable women's participation in politics + sustain political commitment to services and opportunities for girls and women

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Education Sector Support Programme in Nigeria