

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Inclusive Education Approach Paper

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Acronyms and Abbreviations

ASC	Annual School Census
CCT-GE	Cash Transfer for Girls' Education programme
CF	Challenge Fund
CGP	Civil society Government Partnership
CSO	Civil Society Organisation
EFA	Education For All
C-EMIS	Community - Education Management Information System
DFID	Department For International Development
EMIS	Education Management Information System
GEI	Girls Education Initiative
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IQTE	Islamiyya, Qur'anic and Tsangaya Education
LGA	Local Government Area
LGEA	Local Government Education Authority
MDG	Millennium Development Goal
MACBAN	Miyetti Allah Cattle Breeders Association of Nigeria
MTSS	Medium Term Sector Strategy
NGO	Non-Governmental Organisation
OVC	orphans and vulnerable children
PDA	Positive Deviant Approach
SANE	State Agency for Nomadic Education
SBMC	School-Based Management Committee
SMO	Social Mobilisation Officer
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
5DE	Five Dimension of Exclusion

Terminology

Terms such as ‘inclusion’ are used in different ways according to context. The senses in which key words are used in this paper are shown below.

Term	Scope of Checking
Access	The capacity to enroll in and attend school.
Disability	The UN Convention on the Rights of Persons with Disabilities states that: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (Article 1)
Equity	Equity requires securing all children’s rights to education, and their rights within and through education to realize their potential and aspirations. It also requires implementing and institutionalising arrangements that help ensure all children can achieve these aims. <i>(UNESCO. 2010. Reaching the Marginalized EFA Global Monitoring Report 2010. Paris)</i>
Gender	Gender is a range of physical, mental and behavioural characteristics distinguishing between masculinity and femininity. Certain roles, opportunities and expectations are influenced according to gender, depending on the social, cultural, political and economic context.
Inclusion	Inclusion in education has both narrow and wide definitions. The narrow sense of the term relates to accommodating a learner living with a disability in a general education context. The wide sense of the term relates to making educational environments suitable for all learners irrespective of their characteristics but taking their individual needs into account. Making the learning environment suitable also involves improving the quality of provision. Within ESSPIN, and in this paper in particular, the wide sense of inclusion is used, meaning that it incorporates but goes beyond application to children living with disability to create welcoming, supportive school and community environments where best practices address the needs of <i>all</i> learners. “UNESCO’s 2009 Policy Guidelines on Inclusion explains this wider usage of the term: Inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. Consequently, inclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning”.
Strategy	A plan of action intended to accomplish a specific goal.

ESSPIN inclusive education



Figure 1: ESSPIN Inclusive Education goal chart

Introduction

1. The education sector in Nigeria faces severe problems of access, equity and quality. All of these issues feature critical demand and supply side barriers facing children entering and staying in school. The demand side factors are encapsulated in social, cultural, political and economic constraints. Substantial numbers of children, girls in particular, do not attend school due to prevailing social norms, attitudes and behaviours underpinned by factors of poverty and the hidden costs of education. Supply side constraints suggest a significant barrier to access is the poor quality of education, poor teaching, language of instruction and poor school infrastructure provided in schools. A poor supportive policy environment throughout the system shrouds the supply and demand side constraints where weak governance, inadequate planning and a lack of political will compounds the setting of a suitable learning environment for children.
2. The Education Sector Support Programme in Nigeria (ESSPIN) focuses on six States. These states were chosen on account of having low educational indicators (Jigawa, Kano and Kaduna), strong political commitment to school reform (Kwara, Lagos and Enugu) and overlap with other DFID-funded state level programmes (except Kwara).
3. ESSPIN in 2012 developed a strategic approach to access and equity through a theory of change that envisions a Nigerian society where all children, especially the vulnerable, can access basic education and achieve curriculum standards in English literacy and numeracy. A clear logic has also been built into ESSPIN results chain linking changes at output and outcome levels to the long term impacts of getting more children into school regardless of status or disadvantage, retaining them there, and learning more while at school. This approach paper sets out progress to date on achievements in taking forward the access and equity agenda in ESSPIN, and identifies some refinements and innovations for programme year 6.
4. As ESSPIN conceptualisation of and response to these challenges has evolved in each Output since the 2012 Annual Review, the potential to integrate access and equity with quality into the broader theme of Inclusive Education has taken shape. This Inclusive Education Approach Paper sets out ESSPIN current thinking about how access, equity and quality interventions combine across the four Outputs. The paper shows how both mainstreamed activities and targeted interventions contribute to the single goal of more children, especially girls, accessing basic education and learning more in school.

Section 1: ESSPIN Inclusive Education Approach

5. ESSPIN intended Impact is that more children, especially girls, attend school and learn more.
6. This Impact statement addresses three fundamental problems in Nigerian basic education:
 - **Access:** too many children are not enrolled in school or not attending regularly
 - **Equity:** too many disadvantaged children, especially girls, are unable to complete basic education
 - **Quality:** too many schools are unable to provide a safe and effective learning environment for children
7. One theme underpins ESSPIN strategy to address these three problems: inclusive education. Lessons, schools, communities and education planning at all levels need to be more inclusive, to achieve the goal of more children learning more.
8. ESSPIN Inclusive Education Approach shows how all four ESSPIN Outputs are working towards more inclusive education at all levels and in all contexts. In northern States where there is low participation of girls in basic education, specific initiatives are focused on increasing enrolment, tackling gender disparities and expanding the 'learning space' in schools for all children.
9. Teachers are learning about child development and individual differences, and how to gauge these with varied assessment practices. Their training covers including girls and boys in classroom activities, keeping children in all parts of the classroom actively involved in lessons, getting children to learn with one another in pairs and groups as well as individually and as a whole class.
10. Head teachers assist teachers to apply these skills in their lessons through systematic classroom observations and feedback. They run professional development meetings for staff on these topics, and provide academic leadership for these inclusive practices. These efforts are supported by School Support Officers and State School Improvement Teams.
11. School Based Management Committee members attend awareness raising sessions with civil society/government partners. They have opportunities to apply their insights through school development plans focused on improved access by identifying out-of-school children, intervening to reduce barriers to attendance and learning, and tracking attendance of both pupils and teachers. Women's and Children's sub-committees of SBMCs provide a safe space for those stakeholders' voices to be heard and reflected in the full SBMC's work.
12. Wider communities contribute to the drives to enroll out-of-school children and to monitor attendance. Specific support for children living with disabilities to access education is provided where appropriate resources are available (e.g. challenge funds or community contributions) and community members or organisations may invest in upgrading school facilities.

13. Local and state government stakeholders are running reporting systems through both the school services and social mobilisation divisions which monitor, collate and report on key measures of inclusion and compliance with the best practices outlined above. ESSPIN supports inclusive education policy development and inter-agency coordination on issues such as school based violence and violence against women and girls.
14. ESSPIN Inclusive Education Approach operates in two ways. On the one hand, partner schools are supported to become safer and more inclusive environments in which children grow and learn. This entails inclusive teaching, school leadership, management, governance, communities and a supportive professional, planning, resource and policy environment. On the other hand, ESSPIN supports specific interventions where particular problems relating to demand- or supply-side factors, access, equity and quality lead to discrimination in outcomes of which children get to participate in and benefit from schooling. Examples outlined in this strategy include the Jigawa Girls' Education Initiative, Conditional Cash Transfers for Girls' Education in Kano, Challenge Funds in various states, expanding educational opportunities for children in Islamic, Qur'anic and Tsangaya schools, and proposals for small scale pilots of interventions for children living with disabilities.

Mapping the Inclusive Education Strategy to Results

15. ESSPIN Access and Equity results framework envisages inclusive policies and practices at state, school and community level (Result Output 4.3) with schools having functioning School Based Management Committees (SBMCs) reflecting women and children's concerns, (Result Output 4.1) where civil society advocacy and community mobilisation bring about school improvement, benefiting all groups including marginalised children (Result Output 4.2).
16. ESSPIN school improvement programme provides the platform for promoting inclusive practices at school level through systematic head teacher and teacher support programmes and infrastructure targeting the needs of girls (Result Output 3).
17. ESSPIN institutional development work aims to develop plans that address access and equity, embed gender issues within Medium Term Sector Strategies (MTSS) and incorporate sex disaggregated data in school census and annual education performance reports (Result Output 2).
18. At federal level, efforts are going into improving stakeholder engagement, influencing planning, and leveraging resources for access, equity, inclusion and gender (Result Output 1).
19. ESSPIN Access and Equity strategy in the six focus states is structured within three core components. Specific initiatives and activities addressing access and equity fall within these three components.

20. **Girls' Education in the North** – with its strategic objectives of increasing enrolment, retention and progression of girls in basic education and raising the quality of education in schools in order to improve access, retention and achievement amongst girls.
21. **Inclusive Schools** – through key components including providing free and compulsory quality basic education to all children and young persons irrespective of gender, faith, social background and ensuring disability is a commitment embedded in policy across all ESSPIN states.
22. **Gender mainstreaming** – underpins the Access and Equity strategy with a focus on ensuring girls and boys have equal access to education, learning processes, and educational outcomes and are not excluded from achieving an education on the basis of their gender.

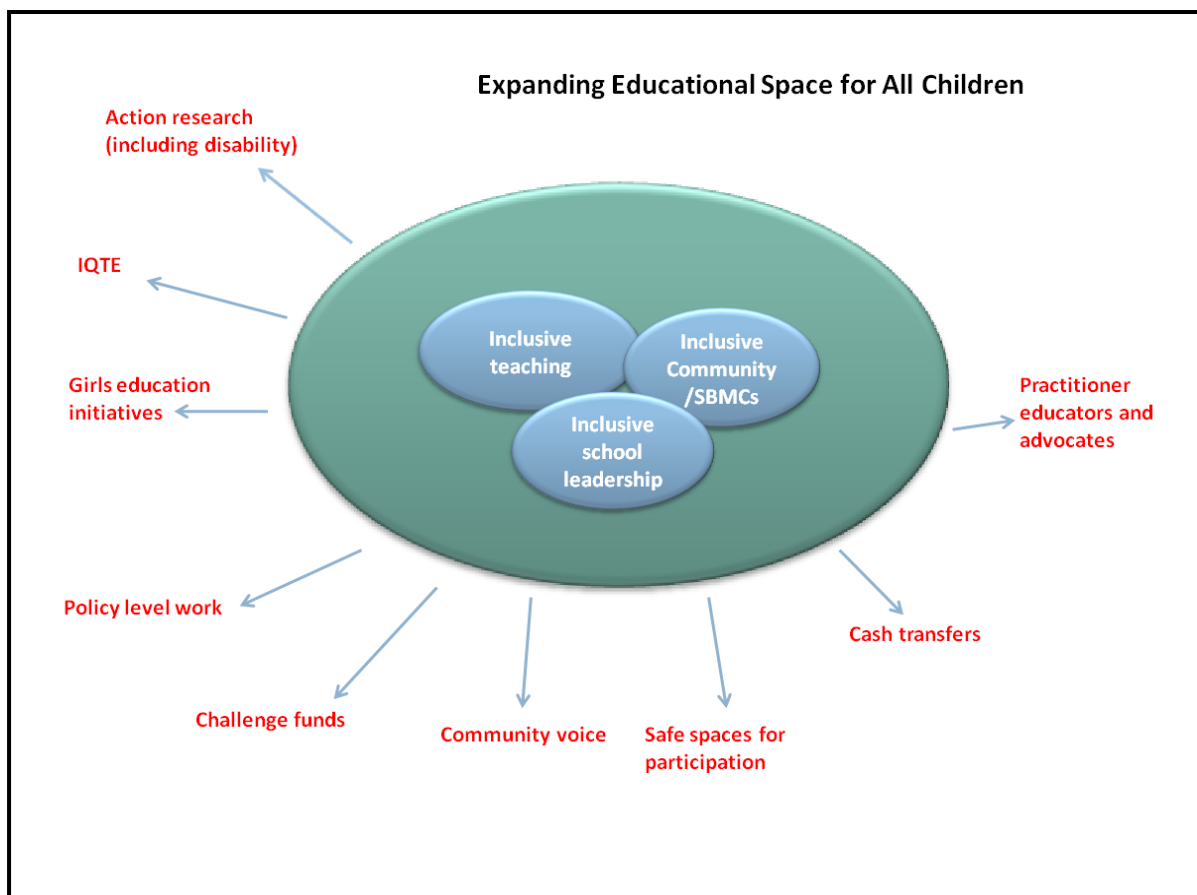


Figure 2: Core components of ESSPIN Access and Equity Strategy

Section 2: Progress on the Access and Equity Strategy

23. All of the ESSPIN supported states are committed to improving access and equity and reducing gender inequality in education, as set out in sector strategy plans. The three components of the Access and Equity framework set out ESSPIN response to the current challenges in the education sector.

Girls' Education in the North:

Girls' Education Initiative in Jigawa

24. ESSPIN is currently working with stakeholders in Jigawa State to support the government's aims of achieving universal access to education for all children. In the context of Jigawa there is a particular concern over the huge disparity between boys' and girls' education experience. The Girls Education Initiative (GEI) aims to develop and test initiatives that will provide policy makers with lessons for expanding coverage of suitable and affordable interventions in Jigawa and other ESSPIN areas.
25. The ESSPIN-supported GEI pilot project started in March 2010 in Jigawa State and aims to address this gender disparity through four key strategies:
- providing essential items like uniforms, books and sanitary materials to girls from poor families to help girls go to school;
 - supporting women's committees to counsel and campaign for girls' education;
 - encouraging sporting activities for girls in schools; and
 - media campaigns to change the stereotypes and associated barriers to girls' education.
26. The pilot is targeting 6,000 girls and currently supports over 3,500 girls in three pilot Local Government Education Authorities (LGEAs) of Birniwa, Miga, and Roni.
27. To assess the impact of GEI, ESSPIN conducted a mid-term assessment in March 2013. The findings suggest that the GEI approach is providing the necessary push for sending and keeping girls in school. School attendance records show a significant improvement in retention in lower basic education and transition to upper basic.
28. In the three LGA locations the following issues emerged:
- Within the three locations 77% of beneficiary parents highly rated the participation of women leaders in promoting girls' education in their communities.
 - Through the SBMC and women leaders the project counselled 55% of beneficiary parents on the importance of girls' education and encouraged them to ensure that their girls complete basic education.
 - Beneficiaries have concerns about education with 37% suggesting their school lacks a conducive learning environment.

- The importance of safe spaces created during sporting activities in school was recognised by 58% of beneficiaries who said this provides the opportunity to discuss and address issues such as health care and hygiene.
 - Sporting activities introduced for girls were overwhelmingly considered by 96% of beneficiaries as encouraging more girls to come and stay in school. More girls want to participate in athletics, football, volleyball and table tennis as a result of this intervention.
 - Evidence of the rate of drop out reveals that 81% of beneficiaries interviewed know of two to three of their friends that have dropped out of school in primary school grades 5 and 6.
 - Through GEI support 65% of girls have gone on to Junior Secondary School, however this is an average across the three locations and figures are lower for Miga LGA and higher in Birniwa LGA.
 - In order to retain more girls in school 46% of beneficiaries suggested it is important to provide more school material to support to girls, and 44% recommend strengthening house-to-house visits (by School Based Management Committee women leaders) to raise the importance of education to parents, while 10% of beneficiaries interviewed thought the provision of boarding secondary schools would be a good idea.
29. These findings suggest that more girls are being retained in the ESSPIN-DFID supported LGA schools, thereby closing the gender gap. In 2010/11 the three supported LGAs had an average GPI of 0.68 compared with the state average of 0.57 and average for non-supported LGAs of 0.45. However, more work is still required to improve the gender gap in Miga LGA schools.
30. Based on this experience, lessons from the ESSPIN supported Girl Education Initiative project are being incorporated into the development of the Jigawa State Gender Policy and the Policy on Free Education for Girls/Vulnerable groups. At the instance of Jigawa State Government, roll out plans for GEI are being developed for implementation with State funds.

Conditional Cash Transfers for Girls' Education in Kano State:

31. In order to address the problem of low female school enrolment in Kano State a pilot Conditional Cash Transfer programme was set up in 2010 aimed at overcoming demand side constraints to female school participation, particularly at the junior secondary school level. The Conditional Cash Transfer for Girls' Education programme (CCT-GE) is a joint initiative between Kano State Government/World Bank and ESSPIN with each providing 75% and 25% funding respectively for the programme.
32. The CCT-GE is targeting approximately 12000 girls currently enrolled in, or recently dropped out of school, from 300 randomly selected primary schools in 12 Local Government Education Authorities (LGEAs). The CCT-GE project targets girls who, by the end of the school year 2009-10, were either enrolled in Grade 4-6, or had recently dropped out of these

grades. Beneficiary household which participate in the CCT-GE were identified through a proxy poverty assessment process using household surveys, school registers and validation by community meetings. The main objective of the programme is to promote attendance, retention and transition of girls to secondary school through transfers to the female head of the household.

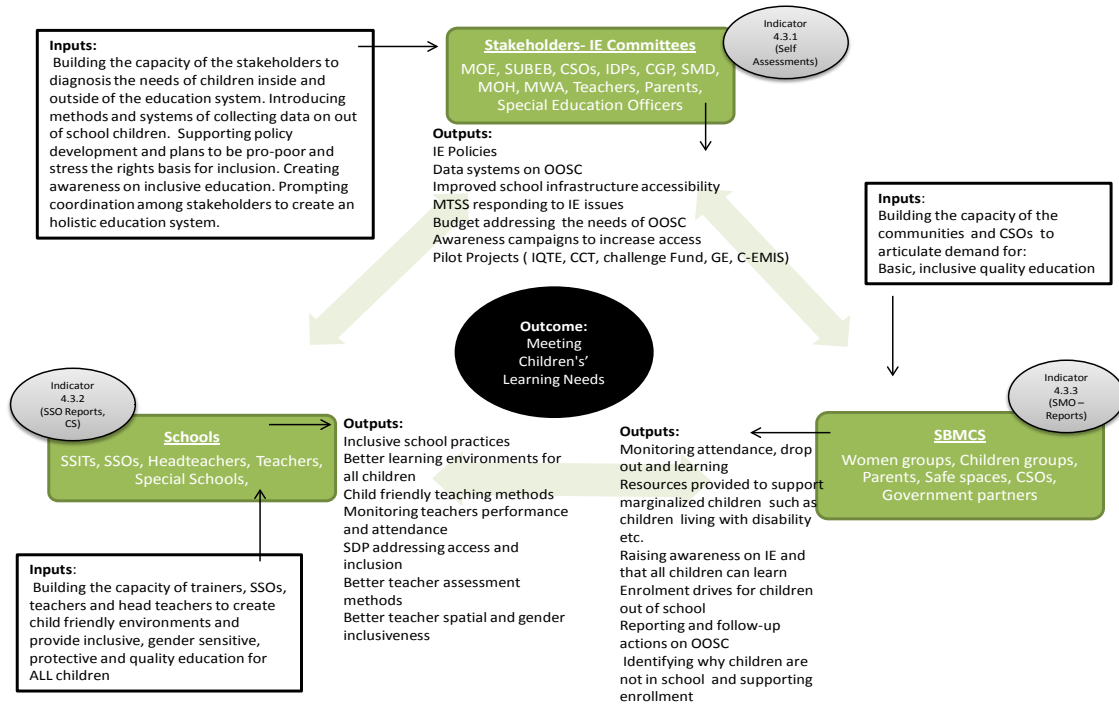
33. The CCT-GE programme has established an impact evaluation framework to assess progress and effectiveness of the approach. The CCT-GE recipients (treatment group) receiving the cash transfer are divided into two groups, one receiving a higher rate of USD \$130 per year, and the other, a lower rate of USD \$65 per year. The impact evaluation has a control group element, involving a group of 60 schools that do not receive any benefits, which provides the basis for comparisons. The conditional element of the cash transfer disbursements is recorded through school registers and returns, and is monitored through unannounced attendance checks in CCT-GE schools and visits to random selected beneficiary households.
34. The World Bank has carried out a full impact evaluation of the CCT-GE programme. The findings will inform the dialogue of the relevance of CCTs as a cost effective and affordable intervention at State level for retaining girls from poorer backgrounds in school.
35. Key lessons from the GEI Jigawa and the CCT-GE Kano suggest these programmes are impacting positively on gender disparity in basic education at State level. In Jigawa the GPI increased from 0.64 to 0.74, while in Kano there was a shift from 0.80 to 0.88 over a 12 month period. Following the findings of the GEI pilot Jigawa MTSS has approved an increase in budget allocation for the Girls Education Programme to 15% with a value of N218m (£872,000). However, the supply constraint on girls' places at JSS in Kano, plus continuing growth in female enrolments, suggests that a focus on school quality and school capacity (as supported by Kano State Government, the joint School Improvement Programme and ESSPIN Challenge Fund) should be top priorities for investment of limited funding for the short to medium term. Only once it is clear that latent demand has been exhausted should expansion of the CCT mechanism be considered, and even then the mechanism for targeting poorest households should be strengthened.

Inclusive Schools:

36. Internationally agreed covenants and instruments, including EFA and MDG targets, provide the overarching and legitimating context for ESSPIN inclusive schools approach. ESSPIN Inclusive schools work has three key components: Inclusive Schooling; Inclusive Communities and Inclusive Policies and Systems. ESSPIN Inclusive Schools Results Chain sets out the linkages between Inclusive Schools and the programme output areas. (See flow chart)

Figure 3: Flow Chart

Inclusive Education Response, ESSPIN, April 2013



37. The conceptual framework for inclusive schools takes the notion that the education system has to adapt to the needs of the child so that they can achieve their full potential, rather than expecting the child to adapt to the system. Inclusive education strategies address broad exclusion issues, such as gender, ethnicity, and disability and marginalized groups to improve learning outcomes for all children. Inclusive education is a constantly evolving process and forms a critical part of policy development, whole school development and classroom based practices.

38. ESSPIN Inclusive Schools approach is contributing to increasing the primary and junior secondary education attendance rates of the most disadvantaged groups, including vulnerable communities such as:

- Children Living with Albinism
- Children Living with Disability
- Children from Nomadic communities
- Children in *Tsangaya* and Islamiyya community schools
- Out of school children

39. Within the SBMC development programme, a significant number of SBMCs established are actively supporting measures to improve school enrolment and attendance of children in their communities and promoting inclusion. 2013 State SMO reports estimates 81% (943 out of 1,159 SBMCs monitored by SMOs in the 2012/13 school year). For full report click here.

Children Living with Albinism

40. In Nigeria there are an estimated six million albinos living in the country, the highest prevalence rate of albinism in the world (National Albino Foundation, Dec 2011). According to the Albino Foundation, discrimination towards albinos does not emerge from mental or physical inability, but largely as a result of social exclusion and stigma they suffer as a result of their skin colour. ESSPIN has been instrumental in providing specific inputs relating to the education sector in the National Policy on Albinism. The Federal Ministry of Education will produce guidelines to assist school, communities and teachers to ensure the rights of Albino children are encapsulated within school planning processes. The development of this policy is contributing to ESSPIN Results Framework Output 4.3a on Inclusive Policies.
41. At State level, in **Kaduna**, negative attitudes and beliefs against children affected by Albinism are changing. ESSPIN is working in partnership with the Albino Foundation to support this change. 29 Children living with Albinism are being supported with teaching and learning materials for their sight impairment and two have received scholarships from the Albino Foundation.

Children Living with Disability

42. ESSPIN is supporting State Inclusive Education Committees in five states, plus to a lesser extent Kano, in conjunction with SUBEB and LGEAs, to develop inclusive education policies, to adapt building design and school construction standards to enable pupils with disabilities to access education facilities. School level ability to cope with and respond to children with disabilities depends on the skills and attitudes of its teachers and the support or resistance the school gets from its community. At present few schools could cope with pupils with more profound difficulties without considerable support. At present, ESSPIN work on disabilities has been to raise awareness and influence policy with both stakeholders and implementers. Looking forwards, a three-pronged approach is envisaged.
43. Already underway through the mainstream training and school support programmes are efforts to make all schools ***inclusive for all pupils***. Good teaching, leadership, management and governance foster an environment in which children are welcome and active participants in the classroom, and more likely to be retained throughout their school careers. Progress on this is routinely being tracked through SSO and SMO reporting and is now becoming part of the information system for managing for quality in educational outcomes at local and state government levels.
44. In year 6 of the programme, ESSPIN seeks to undertake several small scale pilot studies to work through issues of inclusive education specifically for ***marginalised children and those living with disabilities***. ESSPIN therefore proposes a pilot study on access to school for children living with disabilities which are relatively readily overcome in physical and functional terms, such as mobility impairment, absence of limb or a disfigurement. This pilot will explore what inputs are needed for such children to attend school regularly; monitor issues such as stigma and changing attitudes among the children themselves, their classmates, teachers and the wider school community; and track intended and unintended

consequences in terms of attendance and learning outcomes. Particular attention will be paid to dignity, respect, treatment and representations of children, and how effectively they are integrated into the class rather than singled out as special cases.

45. The third element of this work will be further small scale pilots, undertaken in partnership with specialist NGOs with experience and skills in the area of education for children living with profound disabilities, behavioural challenges and learning difficulties. ESSPIN is not necessarily best-placed to spearhead a major programme for children in these categories. However, in partnership, it should be possible to attain some insights into the options to secure access to their educational rights for some children who are currently excluded from schooling in Nigerian contexts.

Progress on ESSPIN support to States

46. Through ESSPIN work on facilitating the development of State Inclusive Education Policies, and relevant implementation plans, Kaduna SUBEB has been able to access UBEC Intervention Funds to implement its action plans.
47. Through awareness campaigns raising the profile of **Jigawa's** Free Education Policy for Children Living with Disability there has been a marked increase of children with disability enrolling and attending public schools in the last 12 months. Enrolment of children with disability in Jigawa increased from 3,500 to 5,748 in the last academic year (2011/12 ASC). Additional support to increase accessibility includes the provision of hand-tricycles, solar lights for visually impaired children, and the construction of appropriate classroom, toilet and safe water access facilities.
48. In **Enugu** progress is being made with 1,352 primary school age children with disabilities enrolled in special schools and 14 children with disabilities transiting to public junior secondary school (2011/12 ASC). Safe access to water and sanitation facilities has been provided in three special schools and hearing aids distributed to children with hearing impairment.
49. In **Lagos** a number of incremental interventions are progressing, these include: increase in the meal allowance for children with special needs to improve school attendance, academic participation and learning retention; free transport to and from school; improvement in school infrastructure design for wheel chair access; Sign language established in schools to improve interaction for children with hearing difficulties; and, establishing two integrated schools to improve school attendance of children living with disabilities. SUBEB partnership with civil society has succeeded in supporting 1,500 pupils with hearing aids to facilitate learning in school.
50. **Kaduna** State has an ambitious plan to make all public schools inclusive to accommodate the needs of all children. The Ministry of Education and SUBEB are working in partnership with the Ministry of Health to assess children with disability to determine if they can be integrated into public schools. As a result 1,372 more children with disabilities have enrolled in public schools (2011/12 ASC) and tricycles have been distributed to a number of children

who now attend school regularly. The state is also encouraging parents to learn sign language to enable them to communicate with children living with hearing impairment.

51. In **Kano** SUBEB is developing a pilot model on inclusive teaching to improve the skills of teachers which will provide the basis for scaling up the provision of accessible and supporting devices for children with special needs.
52. **Kwara** now has five integrated schools in the state. However a trend is emerging where more children with disabilities are enrolling in public schools and are being supported with special learning materials provided by CSOs (as indicated in CSO Mentoring Visits 11 and 12 reports). SUBEB partnership with civil society has succeeded in supporting 20 pupils with hearing aids to facilitate learning in school.
53. The Annual School Census and State SMO reports will continue to be used as monitoring tools to assess the numbers of children with disabilities accessing mainstream education in all six states.

Children of Nomadic Communities:

54. It is estimated that the nomadic population in Nigeria accounts for 9.5 million people (National Population Commission, 2006). Among this population over 3 million are children of school-age. Approximately 7 million of the nomadic population consists of pastoralists while migrant fisher folk and farmers make up a significant minority. The ESSPIN challenge fund initiative in Jigawa state is working with state partners and communities to increase enrolment and attendance especially for girls. Through support to school improvement in a small number of nomadic communities who have set up their own schools, ESSPIN is demonstrating to the Agency for Nomadic Education how its resources can be more effectively targeted. (See details under the challenge funds section).

Islamiyya Qur'anic Tsangaya Education (IQTE) Almajari Intervention

55. ESSPIN IQTE programme strategy had set out three clear objectives: (1) developing understanding of the IQTE sector and the factors shaping the demand for Islamic and Qur'anic schools; (2) developing interventions that give children in Islamic and Qur'anic schools access to modern education and enable them to complete the full primary cycle; (3) developing state structures to better regulate the IQTE sector and manage the IQTE school interventions designed by ESSPIN. Against all three objectives, major progress has been achieved across the three ESSPIN northern states with Kano being the lead.
56. Against the first objective, ESSPIN has made a significant contribution by producing a number of studies that profile the IQTE sector and explain the demand for IQTE schools. These studies include the IQTE census, IQTE strategy papers, the IQTE Experience document, which captures the learning from the Tsangaya Cluster Pilot, etc. In addition, a complete data base has been developed on the 1,024 children enrolled in the first Tsangaya cluster cohort in Kano, which documents their socio-economic profile, state of health and future aspirations. A repeat survey with the same children is planned for summer of 2014. Children who might have left the cohort will be traced to see why they left. This will be an original

contribution towards understanding the factors that make some children become almajaris (commonly street-dwelling migrants attached to a malam) and to evaluate if and how access to modern education through ESSPIN interventions has changed life opportunities for those who did complete the primary cycle.

57. Against the second objective, two IQTE interventions were introduced in northern Nigerian states of Kano, Kaduna and Jigawa. These two interventions were: (1) Tsangaya Cluster Programme, which focuses on students in Tsangaya schools, who are mainly boys between the age of 5-12 years; (2) Islamiyya School Programme, which focuses on girls in Islamiyya schools. Tsangaya schools are often boarding facilities where students stay with the malams and focus on Quranic education. Islamiyya schools mainly teach Islamic subjects, sometimes include a limited amount of secular subjects, and enrol girls. ESSPIN designed a community based teacher model to introduce teaching of secular subjects (Maths, English, Hausa, science, social science) to cover a truncated state primary curriculum in both Tsangaya and Islamiyya schools (See ESSPIN IQTE Experience document for model details). The model condenses the six-years primary curriculum into four years, after which children can take transition exam to qualify for admission to upper-basic education (junior-secondary school). The success of these interventions in providing education to hard to reach children can be noted at four levels:
58. First, the model has been successful in reassuring malams to let the children attend secular education— prior to launch of ESSPIN interventions, malams’ resistance to secular education was argued to be the biggest hurdle in giving these children modern education. However, ESSPIN models showed that many malams can be convinced to become active partners in providing modern education. In all three states, the associations of Qur’anic malams are actively cooperating with ESSPIN models. A total of 23,000 children from Tsangaya and Islamiyya schools are currently enrolled with the two programmes across the three states (see attached data sheet on student and teachers numbers). 40% of these 23,000 children are female. Having shown the effectiveness of these interventions, ESSPIN is now focused on facilitating SUBEB state offices to further expand these interventions and ensure provision of quality education to children in IQTE schools (see last paragraph on progress against objective 3).
59. Second, the model has been effective in retaining children in school once they have been allowed to enrol by the malams. The retention rate of the programme is close to 65% based on the student attendance registers kept by the teachers, which are regularly monitored by the support teachers during the bi-monthly school support visits. Given the nature of this population where many children in Tsangaya schools come from different areas, 100% retention for the full 4 years condensed primary cycle programme, being offered under this programme, would be unrealistic. However, more emphasis is being placed in convincing malams to ensure that children enrolled complete the full cycle and take the state common entrance exam to transition to the middle school. For example, ESSPIN introduced a small-scale farming scheme for malams participating in the Tsangaya cluster programme in Kano

and Kaduna whereby they received farming inputs and technical support in return for ensuring regular student attendance. The scheme was effective in improving student attendance although the mechanism for establishing a revolving fund has been more problematic. Some children from the first cohort in Kano, which was launched in April 2010, and has over 2,000 children from both Tsangaya and Islamiyya schools, will be taking the common entrance exam in April 2014. As mentioned above detailed information has been kept on each child enrolled in cohort 1 in Kano so that in summer of 2014 each child will be tracked to better understand why those who left early did so. This should be very useful learning for future educational interventions with this population.

60. Third, the children are also showing impressive learning outcomes. Written and oral assessments are carried out with the children annually through a team of SUBEB and LGEA staff. Standard assessment tools are used to measure learning outcome. The average pass rate is 75 per cent. 37 children from three ESSPIN Tsangaya clusters from cohort 1 in Kano took transition exam to junior secondary school in April 2013. The ability of these 37 students to sit transition exam before the formally scheduled date (April 2014, as noted in the paragraph above) bears early testimony to the commitment of these teachers and the quality of teacher training they have received from ESSPIN. The results are awaited.
61. Fourth, another major achievement of the programme is its ability to retain the community teachers it has trained. The model was based on training a community teacher who had a minimum of senior secondary school certificate through a special community teacher-training programme designed by ESSPIN. In the beginning retention of these teachers was expected to be a major challenge as these teachers are paid relatively low monthly allowances due to the need to run this model at a low cost. Keeping the model low-cost is the only way to reach maximum number of children. Despite this challenge, ESSPIN IQTE programme has had 90% teacher retention rate and out of the 10% teachers who left, 3% did so to enrol in higher studies and another 5% were forced to do so due to leaving their community after marriage (this applied specifically to the case of female teachers).
62. Finally, against the third objective, there has been major progress in terms of encouraging SUBEB to establish a unit to monitor and engage with the IQTE sector and manage and expand the two IQTE pilots introduced by ESSPIN. The most important evidence of success of these interventions rests in active ownership of both the Tsangaya and the Islamiyya pilots by SUBEB in all three states. All the northern Nigerian states realize that children enrolled in IQTE schools, especially those in Tsangaya schools, are most difficult to reach through the conventional state schooling system; the adoption of ESSPIN models by SUBEB in these states shows SUBEB officials recognize the effectiveness of these interventions in providing education to this disadvantaged population. SUBEB Kano is ahead of Jigawa and Kaduna in formally adopting both these interventions. It has formed a formal IQTE Committee, which is working with ESSPIN to take over the day-to-day running of these programmes. This committee is slowly moving towards establishment of a formal IQTE unit which will absorb the Support Teachers trained under ESSPIN IQTE programme. Much of the

day-to-day running of these to interventions in Kano is already happening through this unit. SUBEB Kano allocated 65 million Naira in 2012 for replication of this programme in new LGAs and in 2013, 85 million Naira has been allocated for further expansion of both the models in other Kano LGAs. Cohorts 2 and 3 in Kano (see attached data sheet) were launched with SUBEB funds.

Out of school children:

63. According to UNESCO there is an estimated 10.5 million children not regularly attending school in Nigeria. This accounts for 42% of the primary school age population. Almajiris constitute the largest group of out of school children in Nigeria and this presents a political challenge to the education authorities who are concerned about providing quality education for all children by 2015. ESSPIN is partnering with its state partners on a number of fronts to address the problem of out-of-school-children.
64. In **Enugu**, ESSPIN is assisting the Enugu State Ministry of Education and SUBEB to develop a boys' education state plan, in line with the Federal Ministry of Education's proposals to address concerns around boys' education in the south east of Nigeria. An Out of school survey has been initiated to further investigate the reasons why children are dropping out of school and local strategies will be developed to address the problem.
65. In **Lagos**, ESSPIN is collaborating with CSOs and the Lagos State Inclusive Education Committee to support a survey to understand the factors responsible for out of school children using the UNESCO Five Dimension of Exclusion approach. The 5DE framework covers children who are currently in school, but at risk of leaving before completion, potentially identifying at-risk groups who may become the out-of-school children of tomorrow. The framework is a key feature linking equity in access to quality education, understanding the context of demand-driven poverty-focused policies to supply-side provision of quality interventions policies and strategies to address broader barriers and bottlenecks in education through social protection systems. Recommendations from the Lagos survey will inform the development of a state-wide strategy to address social exclusion in the education sector plan.
66. In **Kaduna**, a 2012 Kaduna State Ministry of Education out of school survey supported by ESSPIN in a sample of 200,000 households covering all the 23 LGEAs managed to capture information on over 740,000 children. Over 183,000 were classified as out of school. Among the key reasons for children being out of school were related to household financial problems. A worrying trend for State planners is the issue that over 50% of out of school children do not have any interest in returning to school.
67. In **Jigawa**, the Governor has given approval for SUBEB to request ESSPIN support on a survey on out of school children, with planning for the exercise now underway.

68. Within the Access and Equity Strategic framework there are a number of other key initiatives relevant to the Inclusive Education portfolio. These include voices of children and the ESSPIN Challenge Fund.

Voices of Children:

69. Supporting the voices of children is a key component of the Access and Equity Strategy framework. Change in policy and practice is now taking place at the school and community levels where children's confidence and self esteem are progressively being developed and their views accepted and valued by teachers and SBMCs. ESSPIN has been supporting CSOs and Social Mobilisation Officers in all States to support communities to identify community facilitators and provide training. There are over 2,000 community facilitators, one male and one female per school community, who promote the active participation of children and young people in SBMC issues. The community facilitator's roles include sharing skills and practice standards for working safely and appropriately with children, eliciting children's views on quality education and school improvement and supporting children's action on school improvement planning. There are over 1,100 Children's SBMC Committees operating through ESSPIN schools.

Challenge Fund:

70. The aim of the ESSPIN Challenge Fund is to assist states to develop innovative and effective practice for addressing access and equity issues relevant to their location. The Challenge Fund concept builds on global examples where such funds have been effectively utilized including: School feeding programmes; Transportation in areas where children live a long way from their nearest school; and, Support for orphans and vulnerable children (OVCs). Each ESSPIN State had access to a Challenge Fund budget of £100,000 to support initiatives. The Challenge Fund covers unique access and equity issues not addressed in other parts of ESSPIN programme outputs.

71. In **Jigawa**, ESSPIN is working in partnership with State Agency for Nomadic Education (SANE) and Miyetti Allah Cattle Breeders Association of Nigeria (MACBAN) through the Community Education Initiative for Nomadic Children in 40 Community Nomadic Schools supported under the Challenge Fund programme. ESSPIN has facilitated the formation of School Support Committees and provided capacity building assistance in key areas including roles and responsibilities, resource mobilization and raising awareness of child protection issues. School infrastructure maintenance grants aimed at improving the learning environment to accommodate increased enrolment. Support has also been provided to children with the provision of school uniforms and learning materials. As a result of the CF, within a 2 year period, enrolment increased from 3,054 to 5,810 (2,706 girls and 3,104 boys) with increased attendance from 32% to 67%. With the Challenge Fund through the IQTE programme ESSPIN has provided support to Volunteer Community Teachers with monthly stipends and child centred teaching methodologies. The State Agency for Nomadic Education is leveraging resources to roll out the model to other LGAs.

72. In **Enugu**, under a unique partnership with Christian mission schools over the last two years, the Challenge Fund has been utilised to sponsor 1,710 (810 girls and 900 boys) indigent children to access education. The CF has also contributed to teaching materials, strengthening the capacity of School Based Management Committees, and a proportion of the budget has gone towards school maintenance grants. CSOs have performed a critical role in managing the CF process.
73. In **Kwara** State the Challenge Fund is enabling Civil Society Organisations to work with Social Mobilisation Officers (SMO) to support the SBMCs of 10 rural schools in 20 hard to reach communities to gather a range of information including data of out of school children, prevalence of school non-attendance and details of why children are unable to participate in addition to reasons for children's exclusion from school. This data process, the Community Education Management Information System (C-EMIS), has enabled communities to take stock of the situation in their locality. This process is complementing the Annual School Census and C-EMIS data gathering systems in order to provide a holistic approach to school based planning and improving equitable access.
74. The C-EMIS data assessed to date in Kaiama LGEA indicates that poverty and economic barriers remain high which is compounded by continued charging of the PTA levy.
75. The C-EMIS data also highlights access and equity issues including working children, language barriers for children in the classroom, early marriage and stigma barriers keeping children with disability away from school.
76. Following a State level workshop in Kwara the value and impact of C-EMIS was recognised as an innovative process to engage with communities and demonstrate evidence as a result SUBEB and the Ministry of Education now accept C-EMIS as a viable planning tool.
77. The CF initiative in the Kaiama LGEA has provided the catalyst for the local government to contribute to paying the N10,000 stipend to 25 ESSPIN recruited teachers and the construction of rural teacher housing block.
78. In **Lagos** the Challenge Fund is being used to focus on the educational needs of isolated fishing communities. The school age population is estimated at 2,500 but the State only has sufficient capacity to enrol 256 children in 8 overcrowded schools taught by 9 un-trained teachers. The CF is being used in a number of key areas, including: capturing data on out of school children; support for uniforms and teaching and learning materials for children; and transport for ferrying older school children to mainland schools.
79. In **Kaduna**, improving access and attendance is at the heart of the challenge funds for poor children both boys and girls in partnership with CSOs. Materials and incentives such as school bags, daily snacks, and exercise books were provided for these children and minor repairs on the school to make it attractive. Attendance has now increased to 2,203 (994 girls and 1,208 boys) from the initial 1,500 target. An assessment is planned for end of year 5.

80. The **Kano** challenge fund comprises two schemes. The larger addresses the supply constraint of too few places at Junior Secondary School for girls. JSS with the capacity to expand places for girls whilst guaranteeing a decent quality of education were invited to submit proposals to a State Government Committee established for the purpose. Site visits and verification exercises have been conducted to ensure the funding is utilised as proposed and that the results match the targets, before final funding tranches are released. The smaller fund provides vital inputs to schools serving nomadic communities, to improve enrolment, retention, attendance and transition rates for nomadic children.

Gender Mainstreaming

81. ESSPIN aims to promote gender equity by mainstreaming gender in all policies, strategies and activities implemented by the programme and its State partners. Mainstreaming gender in ESSPIN involves examining and challenging the social, cultural and institutional norms, behaviours and practices that reinforce gender inequality in education. Gender is not only about women and girls. Promoting gender equality is about transforming women's and men's roles, and identifying power relations in order to create a fairer society for all. Men and boys are affected by their socially constructed gendered identity as well as women and girls'. Boys' education and attainment may be undermined by images of masculinity and power which are not associated with doing well at school. That said, in the majority of Nigerian contexts, girls in particular face major barriers to access, retention and learning achievement. When combined with other excluding factors such as poverty, disability or a minority ethnic background, these barriers can often be insurmountable for girls. Gender mainstreaming in ESSPIN is incremental and will lead to change only over time. There are several interventions being developed and tested within ESSPIN gender mainstreaming approaches.

Research into Women's Participation in Challenging Contexts:

82. With the introduction of SBMCs by the federal government in all primary and junior secondary schools of Nigeria (National Council for Education 2006) research¹ undertaken in 2009 revealed the following:

- There is weak implementation of the policy and confusion over SBMC roles and responsibilities;
- The national guidelines did not recognise the diversity of the country and the peculiarities of different states;
- There is a need for capacity development to build the complex skills required for SBMCs to function well
- The participation of women and children was 'highly constrained'.

¹ Poulsen, H. (2009). *School Based Management Committees in Policy and Practice: Research Synthesis Report*.

83. The research noted a high level of community willingness and interest to support schools, including interest of women and children, given the right conditions.
84. The Federal SBMC Guidelines, now adopted in all States supported by ESSPIN, were contextualised through a state-led process of community and state level ‘visioning’, with an emphasis on the participation of children and young people, and women in School Based Management. In 2011 UBEC² revised the guidelines for the development of School Based Management Committees and these are now rolled out nationally.
85. In 2012 ESSPIN commissioned research in the States of **Enugu, Kano, Kwara and Jigawa**, to assess women’s participation in School Based Management Committees (SBMCs) and women’s participation in communities in relation to socio-cultural traditions and practices. The research utilised the Positive Deviant Approach (PDA), which learns from women and their families on the choice of strategies, practices and behaviours that enables them to provide solutions to increasing women’s participation and representation on SBMC and in their communities.
86. The ESSPIN research into women’s participation in school-based management is now complete and the report has been disseminated with the recommendations implemented at state, LGA and school-community levels. Key recommendations taken forward have included the development and delivery of a Women’s Leadership Training bringing together male and female SBMC members, women leaders and other key stakeholders.
87. The **Female Teacher Deployment Study** in Kwara has broadened ESSPIN and its partners’ understanding of the factors required to post and retain female teachers in rural schools. Recommendations from the study are used to engage SUBEB on how to increase female teachers in rural schools given the right incentives.
88. The **composite survey** gender analysis concludes that there is correlative evidence that ESSPIN interventions may assist all children to achieve closer to their potential, thereby reducing gender gaps in learning. On teacher and head teacher competence, the evidence suggests that there is no significance difference in performance between the genders across states, although some significant differences exists at the individual state level on certain criteria. However, female teachers perform significantly better than their male counterparts on measures of inclusivity in the classroom, potentially pointing towards areas for best practice to be built upon. ESSPIN plans to strengthen women and children safe spaces, gender differentials in teachers’ performance, gender and spatial inclusion in classroom management.

Gender Champions Pilot in Kaduna State:

89. In **Kaduna**, the ESSPIN state team is conducting a pilot around the concept of Gender Champions. The pilot applies the Positive Deviant approach in identifying women and men role models who inspire and motivate other SBMC members. They demonstrate the added

² UBEC. (2011). *Revised Guidelines for the Development of School Based Management Committees, Section 3.*

value and critical contribution that women's participation on SBMCs can achieve towards education outcomes. There are currently 120 Gender Champions covering 160 ESPIN schools. There are plans to bring all together the gender champions for a lessons learning review which will be followed by an evaluation later in the year. It is anticipated that the Gender Champion model will be extended to other states if the findings of the review indicate that this would indeed make a difference to gender equity in school governance, inclusive education outcomes, participation rates and/or quality of schooling.

Violence Against Women and Girls:

90. ESSPIN is strategically well-placed to collaborate and share resources with programmes that address Violence Against Women and Girls (VAWG) as way of reducing School Based Violence (SBV). At State level ESSPIN is engaging with the Child Protection Network (CPN) in order to improve reporting and responses on School Based Violence issues. ESSPIN has supported training of CSOs and government partners in addition to working with SBMCs on raising awareness of child protection and assessing the impact of violence on access and learning. State Teams are increasing their capacity to work with schools and communities to document reports on protection-related challenges faced by children in ESSPIN-supported schools.

Strengthening Women's Voice:

91. State policy on SBMCs includes the establishment of sub committees including women and children. ESSPIN strategies are aimed at strengthening the committees through the Civil Society and Government Partnership (CGP). CGPs have been conducting monitoring and mentoring visits to the over 1,100 SBMCs as well as the women committees. The purpose of the mentoring visits to support Women's SBMC committees is to enhance their leadership, counselling role and influence girls enrolment, retention and transition. Training and research objectives are enhanced through a package of capacity development materials delivered by the CGPs. It is estimated that around 18,000 women are actively participating on SBMC Women's Committees in all six States. State teams report that through these interventions the Women's SBMCs are contributing to an increase in enrolment and improved retention for all children in school.

92. The State Self-Assessment workshop process creates the ideal institutional environment for shared learning and introspective analysis. Furthermore, ESSPIN-developed teacher and community empowerment training materials are inclusive and gender responsive and tailored to context.

Federal Policy engagement

93. Lessons learned on implementation of various initiatives within the Access and Equity strategic framework provides Federal level policy planners with the foundation for influencing and leveraging additional resources to ESSPIN type interventions.

Special Education Funds for Inclusive Education:

94. The Access and Equity activities and Inclusive Education Policy process supported by ESSPIN are beginning to influence funding allocations. State partners are now accessing the UBEC Intervention Fund for Children with Special Needs. Kaduna state developed a policy and implementation plan and received N14.7million (£58,800) from UBEC. Lagos, Kwara, Enugu and Jigawa are also developing and finalising their policy documents with the aim of accessing the Intervention Fund for improving access, participation, protection and learning outcomes for Children with Special Needs and other categories of vulnerable/marginalized children in these states.

State capacity building for inclusion, Access and Equity

95. Through the State Teams and the role of the Access and Equity Specialist ESSPIN is developing the capacity of state systems to manage interventions for improving gender, access, equity and inclusive education. These incremental processes provide for integrating, embedding and mainstreaming gender, access and equity into state policy, planning, schools and community initiatives and processes.

96. **State level planning** processes through the MTSS reflect access and equity targets which are presented and costed for funding (all states). Gender is disaggregated in the Annual School Censuses of each of the six states, for both pupils and teachers. The fourth round of such data is currently underway, building up into a unique time series of gender specific data trends in the Nigerian context.

97. **School quality** starts at the point of entry of the child into the school system. From the beginning of the programme ESSPIN aim has been to help all teachers to be more responsive to pupil diversity. Given that the majority of teachers in the States ESSPIN is working in have been assessed as having limited professional knowledge, work in poor structural environments, where there are large classes, few resources, and little professional support, realising this aim has been difficult.

98. To date, ESSPIN approach has been to get teachers to teach children and not the curriculum. ESSPIN work with schools has focused on improving classroom practice through developing teachers' generic teaching skills and their teaching of literacy and numeracy, literacy and numeracy learning being essential to children being able to access the curriculum. An essential part of this work has been to help teachers to develop their confidence, thinking and practice to the ways in which they respond to difference in the classroom. In terms of inclusion this is helping teachers to respond to children individually rather than seeing some children as "special" and labelling them as such. Teaching for difference is a high order skill and we are still very far from seeing this happening in the schools we are working with. The Composite Survey illustrates that as regards to the standard for school inclusiveness there is little difference between ESSPIN and Control schools, although schools in Kwara are doing much better on this standard.

99. Responding to the findings of the Composite Survey our work at classroom level is extending and developing existing initiatives on assessment, questioning skills, developing best practice and classroom organisation. At school level strengthening lesson observation, initiating pupil tracking and encouraging SSITs and SSOs to keep school journals which detail issues arising from practice.

100. Improving school quality is the biggest impact ESSPIN can have on inclusion on access and on equity. Good quality schools attract children into them, keep children in schools and are supported by parents. Such schools are also better able to integrate the most marginalised children and give them the learning opportunities and support they need.

101. **Civil Society and Government Partnership:** Over a period of two years ESSPIN has been supporting partnership between Civil Society and Government (CGP) to activate, train and mentor SBMCs. The training involves capacity development workshops for CGPs, SBMCs, and other key stakeholders including; Inclusive Education and Gender, advocacy and networking, and Child Protection and Participation. This training has resulted in SBMCs and communities becoming active on various strategies relevant to their local context, including supporting children to access and stay in school. Through the Social Mobilisation Officers and CSO reports and the impact of support to SBMC qualitative research, SBMC performance analysis and the composite survey reports there is evidence that SBMCs are:

- Helping to create demand and address demand side issues
- Promoting inclusion through awareness raising for the marginalized and children affected by disability
- Monitoring teacher conduct as well as teacher attendance, and performance (all states)
- Providing special classes on basic mathematics and literacy for girls who are involved in street vending and selling in Kano State. As a result more girls are becoming interested in enrolling in school.
- Reporting child protection issues which affect attendance, retention and learning outcomes (Lagos, Kaduna)
- Supporting children to get to and from school safely (all states)
- Mobilising resources to support children affected by disability to attend school (all states)
- Discussing attendance, non-enrolment, learning/homework with parents (all states)
- Ensuring that access and equity issues are reflected in School Development Plans

Section 3: Future goals and plans

102. There have been a number of significant achievements on rolling out the ESSPIN Access and Equity programme of work, and latterly broadening the vision to one of Inclusive Education that encompasses all aspects of the ESSPIN intervention across all four Outputs. The examples in this document highlight many of those. However there are still many challenges that need to be overcome to demonstrate that gender, access, equity and inclusion issues are truly mainstreamed into state and Federal level planning processes.
103. As ESSPIN enters its next phase future plans for the Access and Equity Strategic Framework should aim to ensure that State and Federal level partners are able to demonstrate tangible benefits and improved educational outcomes are achievable by investing in the core areas of the Access and Equity Framework. More ambitiously, the broader definition of Inclusive Education (rather than being a euphemism for disability/special needs education) could form the basis for a shift in perceptions of education sector leaders from inputs to quality of outcomes.
104. On disabilities going forward, ESSPIN will put in place a small pilot programme where a small number of selected schools are encouraged to take in a very limited number of children with disabilities with adequate assistance. The schools would then be closely supported so that the experience can be well managed and the difficulties that are bound to be experienced can be mitigated and learnt from. Hopefully, this approach will provide an alternative to the current practice of separation, special schools and exclusion. This approach will establish partnerships with NGOs specialising in areas of disability, for example as with SightSavers in Kaduna.
105. There is evidence that expanding the lessons and adapting specific successful strategies from the Jigawa GEI to other states will contribute to reducing the gender disparity in education outcomes. Developing affordable mechanisms for supporting out of school children to access quality education should be explored and the use of cash transfers and educational subsidies need to be reviewed.
106. The Challenge Fund approach has supported local innovation to test new ways of improving access, equity and inclusion. Opportunities to scale-up the Challenge Fund through leverage need to be measured with improving the evidence base for why certain interventions have better impact. Each State will need to develop its own context analysis and suitable criteria for selecting preferred interventions through Challenge Fund arrangements.
107. State teams have proven that innovative ways of achieving educational goals are appreciated and resources are increasingly being channelled through State funding mechanisms. A key challenge now is to ensure that access, equity, inclusion and gender issues maintain a high profile with regard to policy planning and resource allocation.

108. In response to the composite survey, a number of follow up investigations are being conducted to address issues relating to children's learning and professional practice in schools and school communities.

109. In order to remain focused on ESSPIN overall programme goal the problem of reducing the number of out of school children has to be a key priority. Only a balanced response focused on access, equity and quality will provide the push and pull factors necessary to make headway in the complex and challenging environment of Nigerian basic education.