

Education Sector Support Programme in Nigeria (ESSPIN)

Girl Education and Gender Strategy

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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Acronyms and Abbreviations

ASC	Annual School Census
BCIA	Big Common Impact Area
CCT	Conditional Cash Transfer
CSO	Civil Society Organisation
DFID	Department for International Development
DFIDN	Department for International Development, Nigeria
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
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
NEI	Northern Education Initiative
QA	Quality Assurance
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

Introduction

1. Nigeria will not achieve the MDGs unless the lives of women and girls are improved, especially in the poorest northern States. To address this concern, DFID Nigeria (DFIDN) is committed to putting women and girls at the centre of its work and getting gender analysis into its organisational setup (DFIDN Operational Plan, 2011-15). This focus drives DFIDN's current gender strategy and points the direction for the second half of ESSPIN with regards to gender issues and the education of girls.
2. For the purposes of this paper and ESSPIN, 'girl education' and 'gender' are used as two closely related concepts. The term 'girl education' refers to parts of the ESSPIN strategy that describe how, drawing down from DFID's approach, ESSPIN is putting women and girls at the centre of its school improvement work and improving access and raising the quality of in-school provision for girls, particularly in its northern State programmes. The term 'gender' covers aspects of the strategy which address issues of internal capacity and organisational practice (of ESSPIN and State partner institutions), what DFIDN refers to as "getting gender analysis into the bloodstream..." (DFIDN Operational Plan, 2011-15). Historically, this conception of gender has informed the efforts of the SLPs to mainstream gender in the first half of the programmes. A joint SLP mainstreaming strategy was agreed in 2009 based on DFID's Gender Equality Framework (Gender Equality Action Plan 2007-2009). The framework recommended incremental change in the following areas: i) gender statistics and analysis, ii) individual and organisational change, iii) policy, action and resources and iv) voice and accountability.
3. This paper outlines the key elements of DFIDN's current gender strategy and presents the strategic frame for ESSPIN's work on girl education, particularly in northern States, and gender across the programme.

Key Statistics

4. The following selected statistics highlight the scale of the problem in northern Nigeria.
 - In Africa, children of mothers who have received five years of primary education are 40% more likely to live beyond age 5. (UNGEI Education factsheet)
 - On average, women with no education have about 4 more children than those with some secondary education (Gender & Social Inclusion Paper, May 2009)
 - Nigeria ranks 118 out of 134 countries in the Gender Equality Index. (DFID 2011)
 - 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). (DFID 2011)
 - 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. (DFID 2011)
 - Only 3% of females complete secondary school in northern States. (DFID 2011)

- Over half of all women in northern Nigeria are married by the age of 16 and expected to bear a child within the first year of marriage. (DFID 2011)
- Gender parity index is significantly lower in the North at both primary and JSS level. For example, in 2006, GPI at JSS level was 0.43 in Jigawa and 0.77 in Kano, compared with 1.10 and 1.06 in Enugu and Lagos respectively. Primary GPI was 0.74 in Jigawa and 0.81 in Kano compared with 0.91 and 0.93 in Enugu and Lagos respectively

DFID Nigeria Gender Strategy

5. DFIDN’s gender strategy, released in March 2011, is aimed at “improving the lives of adolescent girls and women in Nigeria, especially in the poorest north of the country” based on the rationale that “patriarchy and the subjugation of girls and women cause exclusion and reinforce poverty” (DFIDN Operational Plan, 2011-15). Balancing direct delivery with leveraging of Nigeria’s resources, DFIDN will ensure that results for girls and women are built into all its major programmes. These programmes will also be expected to address issues of attitudes, behaviours and social norms that constrain female lives, as well as generate information and analysis for measuring impact on women and girls. In support of the strategy, key results will be delivered against four pillars as follows:

DFID Pillar	Nigeria Results Offer
Direct assets for girls and women	<ul style="list-style-type: none"> – Provide 5m more women and adolescent girls with access to finance – Help 250,000 women raise their incomes by 50% in Northern Nigeria through agriculture – Provide 130,000 women and girls with form of cash transfer – Provide 2.75m more women and girls with access to safe water and sanitation – Support 2.5m girls under 5 with supplementary nutrition
Support safe motherhood	<ul style="list-style-type: none"> • Improve maternal care for 600,000 mothers
Get girls through secondary school	<ul style="list-style-type: none"> • Get 600,000 more girls in school • Mobilise 10,500 women to provide services for women, especially in health and education
Prevent violence against girls and women	<ul style="list-style-type: none"> • Create safe spaces, support networking, mentoring and leadership for over 100,000 women and adolescent girls • Increase the number of women legislators • Reduce violence against women

A schema including factors of an enabling environment is provided as an annex

6. There are five main planks to DFIDN’s overall strategy:
- Focus on results (ambitious targets particularly in northern Nigeria)
 - Focus on women and girls at the centre of all programme work (building in results, understanding socio-cultural norms, and producing information for measuring impact)

- (iii) A programme push on women and girls through interlinked new programmes (including GEP3, CCTs and a teacher training initiative)
- (iv) An influencing push on partnerships (with federal and State governments, civil society, and other international partners)
- (v) Getting gender analysis into DFID itself (internal systems and staffing, etc.)

ESSPIN Progress against Elements of the DFIDN Strategy

7. In the first half of the programme, ESSPIN has approached gender mainstreaming as a cross-cutting objective achieved through a variety of activities under different outputs. While this still holds true, a more comprehensive reporting format will be applied in the second half of the programme, along the lines of the girl education / gender classifications made in paragraph 2.
8. ESSPIN's progress in the first half of the programme is reviewed against three of the five planks of the DFIDN strategy (Planks 2, 4 and 5) in the following table, the other two planks being specific to DFIDN itself. This approach to reviewing progress has the advantage of focusing future progress on DFID's strategic direction, and ensuring that DFID thinking is taken on board at every level of ESSPIN programming.

Plank 2: Focus on women and girls at the centre of all programme work
<p>Building in rather than bolting on results for girls and women</p> <ul style="list-style-type: none"> • Revision of Logframe to specify gross enrolment GPI targets and gender disaggregated indicators on the following: <ul style="list-style-type: none"> – primary enrolment rate of low consumption quintiles (measuring participation in education of the poorest households) – learning achievement – teachers with near sufficient professional working knowledge – schools with separate latrines for girls • Incorporation of specific results relating to girls into ESSPIN results reporting framework (an element of the ESSPIN Value for Money strategy). The results framework is now a reporting tool within quarterly reports. • Development of targets for girl education in joint SLP Big Common Impact Areas (BCIAs) in Jigawa State <p>Understanding and addressing attitudes, behaviours and social norms that constrain the lives of women and girls and perpetuate exclusion and poverty</p> <ul style="list-style-type: none"> • A capacity building programme is in place in ESSPIN States for SBMCs and CSOs at community level to understand and address causes of exclusion, particularly of girls, from basic education • A Conditional Cash Transfers (CCT) pilot in Kano State is ensuring participation of 12,000 girls from poor homes in basic education. Sensitisation of communities and monitoring of beneficiaries involves SBMCs in 3 ESSPIN pilot LGAs and entails engagement with socio-cultural issues. • A Girl Education pilot in Jigawa State is addressing socio-cultural factors through creative advocacy, e.g. use of traditional communicators and community theatre.

- Development of an inclusive education pilot in Kaduna State is helping classroom teachers to better understand exclusion issues in communities and, by so doing, improve the quality of teaching by addressing the specific needs of girls.
- An IQTE pilot in Kano State is providing comprehensive analysis of religious factors affecting basic education, forging engagements with traditional and religious leaders, and drawing lessons from Islamiyya education for girls.

Measuring impact with better information and analysis by age and sex so that women and girls count

- Where possible, data collected through the Annual School Census, baseline surveys and other sources is disaggregated by sex to enable specific analysis of information and measures of impact in relation to women and girls.
- In monitoring SBMC development, CSOs have monitoring instruments specifically designed to capture the scale of change with regards to participation of women and girls in SBMC affairs.
- Baseline data on school characteristics disaggregated by sex has been collected by CSOs in ESSPIN pilot LGEAs to be used for measuring impact, e.g. increases in enrolment of girls.
- Qualitative case studies documenting increased participation of women and girls in SBMCs and communities are routinely compiled in all States (see Early Impact of ESSPIN Community Engagement in School Improvement, April 2010 – March 2011).

Plank 4: An influencing push on partnerships

With Federal Government

No specific engagement; State level focus in first half of the programme.

With State Governments

- Support to formulation of State SBMC policies, including guidance on roles of women and girls, and establishment of State Task Teams (government and other stakeholders) to oversee policy implementation.
- Support to data analysis and target setting for State access and equity objectives within the MTSS.
- Establishment of government-civil society partnerships through joint training teams providing support to SBMCs and women sub-groups within SBMCs.
- Capacity building for SUBEB Social Mobilisation Departments in strategic communications, including targeting of women and girls, and basic gender analysis.
- Capacity building for State School Improvement Teams in inclusive education, and training of trainers (ToT) for cascading to school headteachers and teachers

With civil society

- Capacity building in community mobilisation, inclusive education and gender analysis, and ToT for cascading training to SBMCs
- Development of training materials
- Support to engage with government and provide informal mentoring for LGEA officials

With international partners

- Working with the World Bank in design and implementation of the Kano CCT pilot
- Incorporating lessons from GEP2 managed by UNICEF into development of ESSPIN girl

education strategy
Plank 5: Getting gender analysis into ESSPIN system
<p>Staffing</p> <ul style="list-style-type: none"> • ESSPIN runs a gender sensitive recruitment policy. 33% of full-time ESSPIN staff are women, (this % holding true also in senior positions). • Although no dedicated gender officer posts in ESSPIN, each State office has an Access & Equity specialist or equivalent with responsibility for gender related work (33% are women). Additional gender expertise is available through short term inputs from Social Development Direct. <p>Capacity building</p> <ul style="list-style-type: none"> • Access and Equity specialists have been trained in gender analysis and inclusive education, and receive ongoing support through quarterly meetings • No significant gender training has occurred beyond the Access and Equity team within ESSPIN

Strategy for Girl Education (GE) in Northern Nigeria

9. The strategy has been developed in the context of four ongoing pilot projects - Girl Education in Jigawa, Inclusive Education in Kaduna, CCTs in Kano, and IQTE also in Kano but being replicated to Jigawa and Kaduna.
10. The overall approach is to integrate the pilots as much as possible into the school improvement programme. While the pilots directly address access issues at one level, they are also aimed at generating evidence and knowledge to focus and improve the school improvement programme on another level. Where possible, GE objectives are to be achieved through existing workstreams – SBMCs and community participation, water & sanitation, teacher training, etc. This will demonstrate the value of looking beyond the narrow MDG target of enrolment to quality improvement as a key to enhancing retention.

GE Strategic objectives

11. 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 for GE

12. 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
 - Establish mechanisms for capturing and disseminating best practice on girl education

Initiatives

- CCT pilot in Kano
 - Increasing enrolment of girls into schools (schools already benefiting from the integrated school improvement package)
 - Mobilising communities to support education of girls
- Inclusive Education pilot in Kaduna
 - Developing the capacity of the State Government to identify categories and numbers of out-of-school children (State funded survey, integration with EMIS)
 - Developing the capacity of the State Government (SUBEB) to coordinate support provided by development partners and CSOs
 - Deepening the content and materials of teacher training modules to ensure that teachers learn to identify and respond to children’s differentiated needs in school
 - Providing mentoring support to SBMCs and CSOs within the school improvement programme to enable them identify and support children with specific needs
- Girl Education pilot in Jigawa
 - Improving collection and analysis of data on girls, and mainstreaming gender in MTSS and LGEA Action Plans
 - Providing gender and child protection training for State and LGEA officials, SBMCs and CSOs
 - Promoting alternative basic education for girls not enrolled in school (non-integrated Islamiyya schools, nomadic community schools, second chance centres)
 - Supporting SUBEB to improve access to JSS for girls through improved transportation and boarding facilities
 - Promoting role models amongst local educated women, female mentors for girls in schools, pastoral care for girls in communities, peer support for girls in communities
 - Supporting State Government to deliver incentive scheme for improving retention of girls in school and transition to higher levels of education (e.g. scholarships, school grants with %s dedicated to GE needs.)
 - Promoting key messages through traditional and local communicators and community theatre; raising awareness of GE issues through information/feedback mechanism at community level (aligned with SBMC mentoring programme)
 - Through infrastructure programme, providing separate toilets for girls and improve sanitary protection for girls through female mentors and peer education in school health clubs
- IQTE pilot study on girls in Islamiyya schools – in Kano, Jigawa and Kaduna
 - Identifying success factors in Islamiyya schools with regards to enrolment and retention of girls
 - Identifying factors which encourage girls to learn
- Communication and Knowledge Management
 - Compiling and disseminating case studies documenting examples of impact from ESSPIN States
 - Creating opportunities for sharing lessons with other relevant programmes, e.g. joint seminars with GEP3 and NEI
 - Packaging advocacy material and showcasing best practice from ESSPIN States to federal institutions

Key results / Targets for GE

13. The following key results are captured in ESSPIN's Results Reporting Framework (see VFM Strategy Paper).
- 223,000 additional learners, at least 40% of them girls, accessing basic education owing to ESSPIN activities by 2014
 - At least 12,000 "at risk" female learners are recipients of CCTs and stay on to progress through the JSS cycle by 2014
 - 138,560 girls have access to new separate toilets by 2014
 - Women and children perceive SBMC decisions to be reflecting their concerns in at least 3,840 communities by 2014

Resources

Pilot	Budget £	Period Allocated
CCTs	1,290,000	2011-2014
CCT Impact Evaluation	150,000	2011-2014
IQTE	975,000	2011-2014
Inclusive Education / Girl Education	500,000	Jan-Dec 2011

Gender Strategy

14. 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.

Strategic objective

15. Ensure that women, men, girls and boys influence, participate in, and benefit equitably from all interventions.

Specific objectives

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

17. Gender initiatives are cross-cutting (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; also 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 indicators in annual education sector performance reviews, highlighting gender differentials to be addressed in the MTSS.
- Facilitating organisational change
 - 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 on opportunities and constraints faced by women in teaching and management positions; recommendations included in leadership and career development plans for women teachers and headteachers, and in recruitment reforms
 - 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
 - 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, headteachers and teachers in inclusive education and gender analysis
 - Development of lesson plans for implementing a gender sensitive curriculum
 - Review of Quality Assurance handbook and training materials to make them gender sensitive; include gender sensitivity as a parameter for competence.
 - Support to NCCE to consider short and long term strategies for increasing the number of female teachers in primary education.
 - Provision of separate toilets for girls and establishment of school health clubs as mechanism for peer education
- Engendering voice and accountability mechanisms
 - 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

18. Outputs and outcomes of planned gender initiatives will be intermediate given that gender cuts across all outputs. This notwithstanding, the following will indicate progress in implementation of the gender strategy.

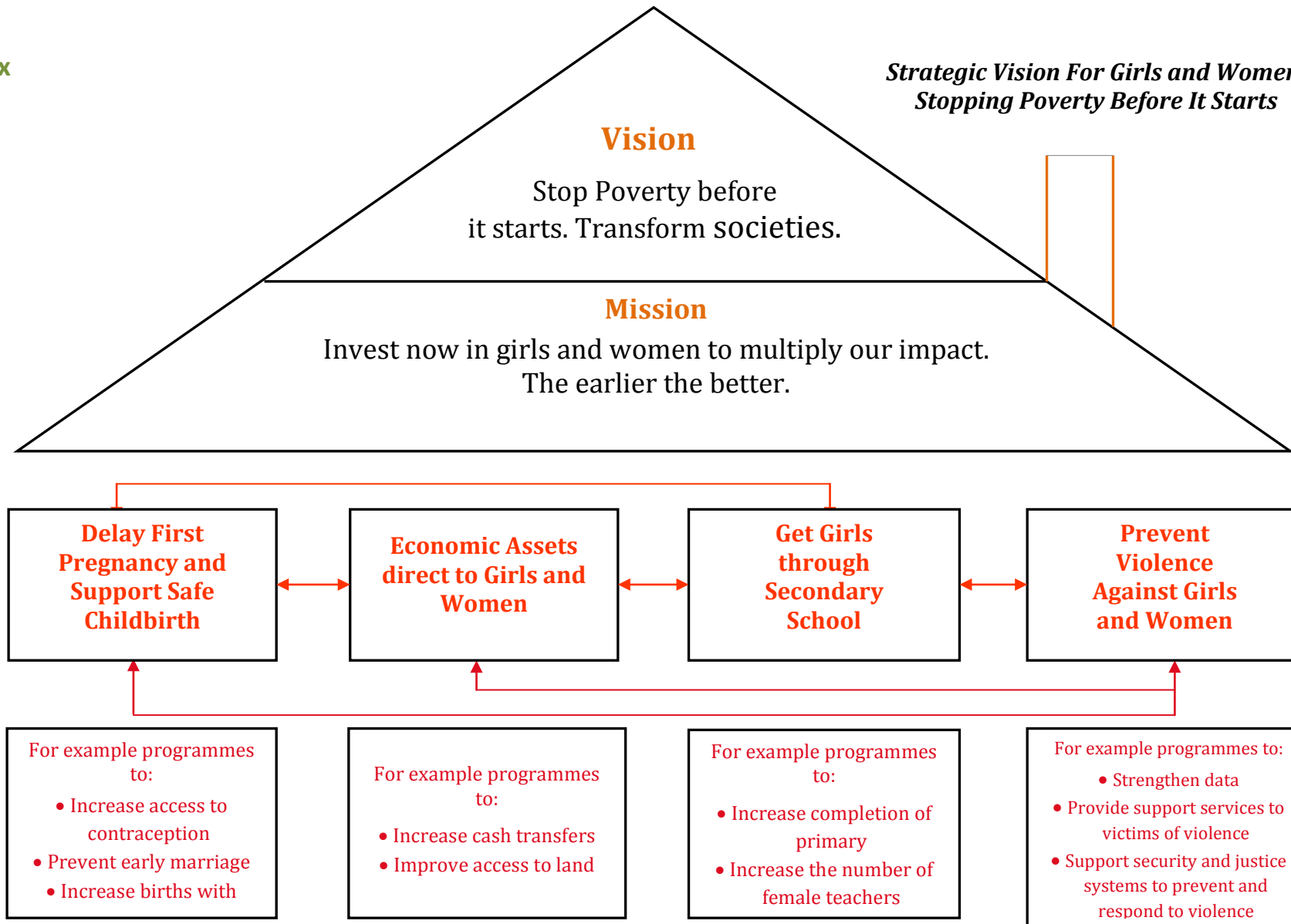
- Disaggregation of statistics by sex (wherever applicable)
- ESSPIN Access & Equity Specialists, State gender officers and senior MDA officials have better understanding of gender based on training received
- All strategic plans (e.g. MTSS, SUBEB Strategic Plans and LGEA Action Plans) include specific targets benefiting women and girls

Conclusion

19. This paper has set out how ESSPIN is responding to DFID's renewed emphasis on gender and girl education, a focus reflecting the UK government's concern to reach the poorest of the poor in developing countries, particularly women and girls. In the second half of the Programme, ESSPIN will work closely with GEP3 to ensure that lessons are shared across both programmes, and that every opportunity is pursued to reach more girls in meaningful ways. The commitment of State governments, in intention and allocation of resources, will be crucial. ESSPIN will continue to push for State leverage.

Annex

**Strategic Vision For Girls and Women:
Stopping Poverty Before It Starts**



Challenge discrimination against girls and women + build **Enabling Environment** effective legal frameworks to protect girls' and women's + 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