

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

Access and Equity Position Paper

Doc. No.: ESSPIN 028

May, 2009

Contents

Acronyms and Abbreviations	iii
Introduction.....	1
Linkages to the Logframe	3
Approach and Methodology.....	5
Annex 1 - Access and Equity Commitments in ESPs by State.....	8
Jigawa: Improving Access and Increasing opportunities.....	8
Kaduna: Provide free good-quality universal basic education to all young people irrespective of faith, social position and physical challenge	9
Kano: Equitable Access	11
Kwara: Equitable Access	15

Acronyms and Abbreviations

CSO	Civil Society Organisation
CWIQ	Core Welfare Indicators Questionnaire
EA	Equitable Access
ECCD	Early Childhood Care and Development
EFA	Education For All
EMIS	Education Management Information System
ESP	Education Sector Plan
GEP	Girls Education Project
GER	Gross Enrolment Rate
GMR	Global Monitoring Report
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IEC	Information, Education and Communication
IQTE	Islamiyyah, Qur’anic and Tsangaya Education
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
MDG	Millennium Development Goal
MTSS	Medium Term Sector Strategy
NEMIS	National Education Management Information System
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
PTA	Parent Teacher Association
SAME	State Agency for Mass Education
SBMC	School-Based Management Committee
SEN	Special Educational Needs
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Introduction

1. The Millennium Development Goals for Basic Education and Gender Equality and the associated Targets and indicators set out clear definitions with regard to access and helps to define one aspect of equity. The relevant targets and indicators are:
 - **Basic Education:** Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling;
 - Net enrolment ratio in primary education.
 - Proportion of pupils starting grade 1 who reach last grade of primary.
 - Literacy rate of 15-24 year-olds, women and men.
 - **Gender Equality:** Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015;
 - Ratios of girls to boys in primary, secondary and tertiary education.
2. The 2004 Universal Basic Education (UBE) Act requires all state governments to provide access to free UBE, primary and junior secondary education levels. The broad strategic objectives of UBE focus on access and quality and are to:
 - Provide free access to 9 years of good quality schooling for all children between the ages of 6 and 15 years;
 - Improve efficiency within the education sector.
3. The UNESCO (2005) report, Children Out of School: Measuring Exclusion from Primary Education, makes estimates for the total numbers in 2001/2:
 - A total of 115 million globally, of which 24 million (20%) are in West and Central Africa;
 - 45% of the children of West and Central Africa of primary age are not in school, 41% of boys and 49% of girls.
4. The Education for All Global Monitoring Report 2008 Nigeria Case Study reports that:
 - The latest information suggests that 3.6m primary age children are unenrolled (2.6m females). This rises to 7.85m at junior secondary level, equally divided between girls and boys. Nigeria is estimated to have the largest number of children unenrolled in the world (EFA GMR 2007).
 - It is also estimated that there are between 40m - 50m illiterate adults, which represents a huge challenge to reach EFA goal no 4.
5. Of the Education Sector Analyses, which were the basis for the Education Sector Plans, only that for Kano makes an estimate of the numbers of out of school children:

- Between 400,000 (based on NEMIS data) and 900,000 (based on CWIQ data);
- Between 200,000 and 450,000 boys and between 250,000 and 450,000 girls.

6. The Education Sector Analyses available provide an assessment of equity in education by gender and poverty. In addition the analyses also look at equity as follows: Jigawa, by rural-urban location; Kaduna, by rural-urban location and by spending by LGA; Kano, by geographical differences; and Kwara, by administrative areas. All identify particularly large disparities across LGAs in the three states with regard to the quantity and quality of education. The conclusions of these analyses are summarised below:

Jigawa	<ul style="list-style-type: none"> • There are very wide differences in enrolments between male and female to the disadvantage of the latter for all levels education. • There are very large enrolment disparities between rural and urban areas of the state.
Kaduna	<ul style="list-style-type: none"> • There has been a general increase in physical access to educational provisions at ECCD, basic and senior secondary levels, and UBE schools (primary and JSS) record high and increasing enrolments. • Current provisions are inadequate in terms of number of schools available to the school age population and teacher supply. • Inequitable deployment of teachers also means that many LGAs, particularly in rural areas, are grossly underserved.
Kano	<ul style="list-style-type: none"> • Poverty appears to have a significant impact on whether children attend school but less of an impact on completion particularly at the primary level. • Learning outcomes are correlated with the socio-economic status of student households. Poor children tend to have lower levels of literacy and numeracy compared to their non-poor counterparts. • Fewer girls than boys attend school and gaps widen as students progress through the system. Gender gaps are concentrated amongst poorer households. • Available evidence suggests that gender differences in learning outcomes appear to be relatively small. • LGAs differ widely in their education characteristics and the amount of resources they devote to primary education. Reducing these inequalities in service provision will be important if education objectives are to be realised.
Kwara	<ul style="list-style-type: none"> • Gender disparities are relatively minor • The rural poor are least likely to attend school • With regard to administrative area there is a need for further investigation

7. Two key issues emerge from the analysis of the available figures:

- There is no real knowledge or data on the number of out of school children; and,

- The analysis of the available figures suggests some patterns of inequality, but there is little or no information on the groups that are out of school and their reasons for being out of school.

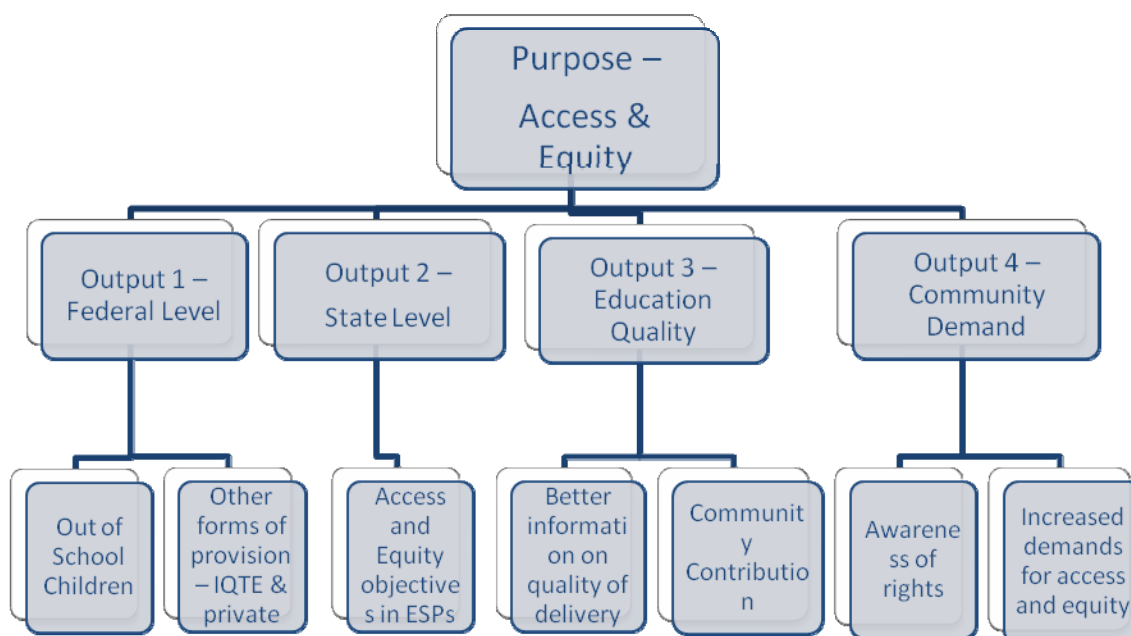
Linkages to the Logframe

8. A commitment in ESSPIN is set out in the goal and purpose statements and indicators:

Nigeria's own resources are efficiently and effectively used to achieve the MDGs for universal education and gender equity	<ol style="list-style-type: none"> 1. Primary Education Enrolment Rate 2. Primary Education Completion Rate
The planning, financing and delivery of sustainable and replicable basic education services in terms of access, equity and quality are improved at Federal level and in up to six States ¹	<ol style="list-style-type: none"> 1. Primary education gross enrolment rate of the bottom two consumption quintiles by sex 2. Percentage of students at Grade X and Y who meet nationally defined competency levels in English and mathematics by sex

9. These commitments at the goal and purpose level have implications for all of the outputs of ESSPIN. Some of these implications are highlighted in Diagram 1 below.

Diagram 1 – Access and Equity in ESSPIN Outputs



¹ This is interpreted as meaning, Sustainable and replicable basic education services improved with indicators showing how access, equity, quality and management have been addressed

10. In order for ESSPIN to fully address these commitments, each of the outputs will need to address Access and Equity issues. For example:

- At the Federal level, there is a growing recognition of the need to look at the alarming levels of out of school children, a concern that should be informed by the work under ESSPIN on IQTE and unregistered private schools;
- At the State level, there are already a range of commitments on Access and Equity, including commitments on IQTE, private schools and on identifying strategies to encourage specific excluded groups to attend school;
- In improving the quality of education it will be key to ensure that parents and communities are informed of and involved in the efforts to address current exclusion and community members will have a key role to play in ensuring that schools serve the entire community;
- In increasing demand for education key elements will include raising awareness of rights to better quality education and ensuring that there are mechanisms in place to ensure that excluded groups are properly represented.

11. The main commitments made for each of the states with regards to the ESP or MTSS (See Annex 1 for details of commitments²) are:

	Access	Gender	Special Needs	Non-Formal	IQTE	Other
Jigawa	X	X	X	X	X	
Kaduna	X	X	X	X	X	
Kano	X	X	X	X	X	ECCE Vulnerable Groups
Kwara	X	X	X			Vulnerable Groups
Lagos	X	X		X		ECCE

12. Again, there are two main issues that can be highlighted here:

- (i) Current government responses are piecemeal and are not based on understanding of which groups of children are not in school and of the reasons why they do not attend school; and
- (ii) There is little information and evidence on what approaches are successful in encouraging children to attend and succeed in school and there have been no efforts to take an overview of the range of initiatives and programmes already underway.

² Neither ESP nor MTSS were sufficiently far advanced at time of writing to include in this table.

Approach and Methodology

13. The approaches required to address these issues are:

- A proper understanding of the numbers of out of school children, of those groups who are out of school and their needs and demand for education;
- An assessment of the existing government strategies for addressing these needs and demands and of the approaches and strategies of non-governmental actors, including the private sector, religious bodies and NGOs/CSOs;
- An assessment of the relative roles of government and non-government sectors addressing these needs and demands; and
- The development and implementation of a comprehensive and coordinated set of approaches, drawing on the capacities and experience of a range of actors to achieve the targets for access and equity.

14. During the ESSPIN inception period from January to May 2009, a number of activities were undertaken to begin to take forward this approach, including:

- (i) Situational analyses of IQTE in Kano, Kaduna and Jigawa in order to begin to develop appropriate strategies for each of the states;
- (ii) A situational analysis of the unregistered private primary school sector in Lagos, at the request of the state government, with a view to carrying out similar analyses in Kwara and Kaduna;
- (iii) A preliminary assessment of the government strategies for addressing girls' education in Kano, Kaduna and Jigawa; and
- (iv) A preliminary assessment of strategies on inclusive education in the same states in Kano, Kaduna and Jigawa.

15. With a growing concern at the Federal level about the numbers of out of school children, there is scope now for ESSPIN to work at both the Federal and state levels to explore the issues in a more comprehensive way. The current lack of hard data and understanding of the issue of out of school children means that it is necessary to build up a better picture from two perspectives: looking at the figures that currently exist in order to identify issues for exploration on the ground; and using more qualitative approaches at a local level to understand why particular groups do not currently send their children to school.

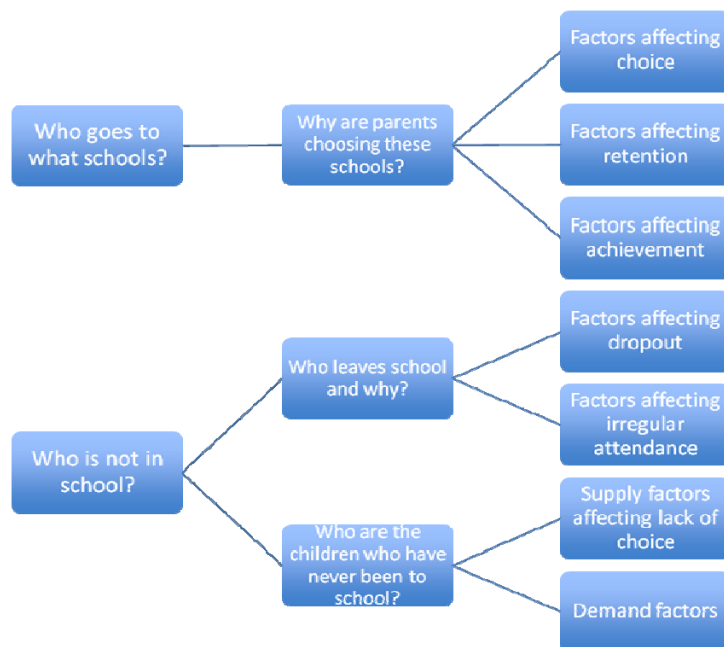
16. The approach taken in implementation will be to:

- (i) Continue where work is already underway in IQTE and unregistered private primary schools to expand the understanding and to develop appropriate responses at the state levels.

- (ii) Develop coordinated work with EMIS, targeted qualitative research and longer-term research to better understand dropout rates, patterns of attendance, failures to transit through the system and failures to complete.
- (iii) Carry out preliminary assessments of the numbers of out of school children and pilot activities to identify groups who are out of school, their needs and demand for education in each of the five states, potentially starting with work in Lagos.

17. The aims in all of this work will be to identify factors affecting decisions not to send children to school, illustrated in Diagram 2 below.

Diagram 2 – Factors Affecting Access and Equity in Basic Education



18. The aims of the research will be to answer the questions:

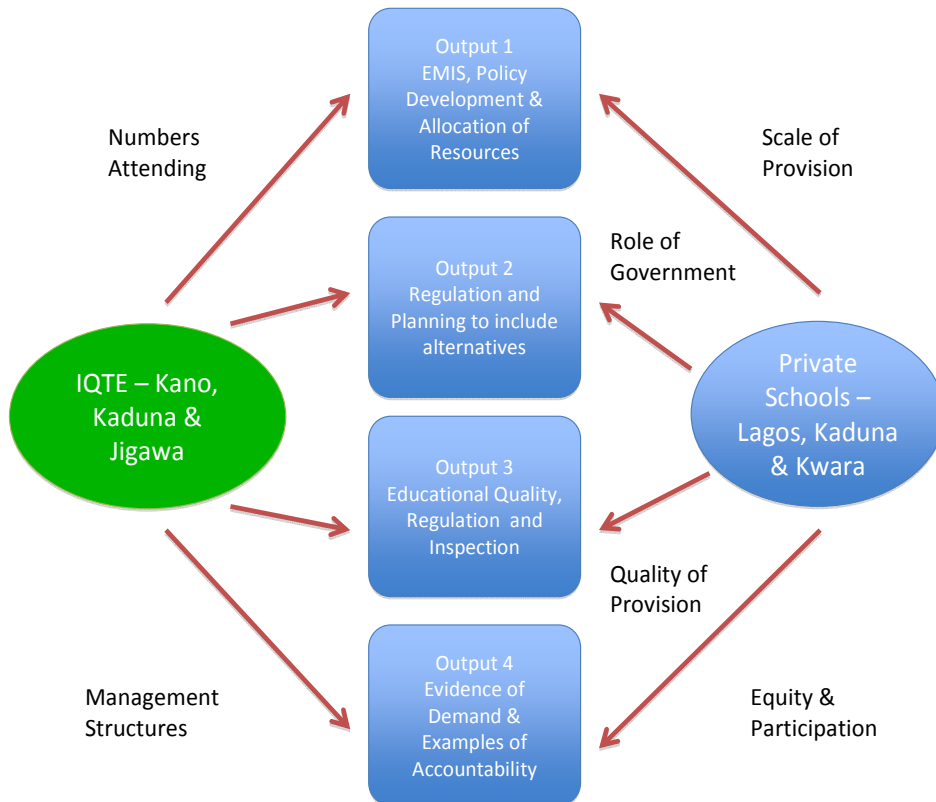
- Why are parents choosing alternative forms of education?
- Who leaves school before completion of basic education and why?
- Who has never been to school and why?

19. The major products of these various assessments are intended to influence the development and implementation of policies and strategies at the Federal and state levels to better address these factors. Diagram 3 seeks to illustrate how the IQTE and private schools assessments could influence work at the state level, through:

- (i) Basing policy development and allocation of resources on better quality data and information;

- (ii) Ensuring that important alternative forms of education are covered by planning and regulation by the state;
- (iii) Improving the quality and inspection of alternative forms of education;
- (iv) Providing evidence of demand for education and providing examples of the effectiveness of improved accountability.

Diagram 3 – Potential Influence of Research Findings on State Implementation Plans



Annex 1 - Access and Equity Commitments in ESPs by State

Jigawa: Improving Access and Increasing opportunities		
Bridging Gender Gap	<p>Increase Girls' enrolment to attain gender parity in Basic and Secondary Education.</p> <p>Mainstream GEP into every aspect of the State education programme.</p> <p>Attain gender parity in teacher education at Basic level</p> <p>Provide opportunities in every LGA for non-formal education and skills acquisition and socio-economic empowerment for women</p> <p>Attain gender equity by year 2018</p> <p>Ensure that Girls attendance and retention, transition and progression is improved by year 2018</p> <p>Create equal opportunities for subject offering for both sexes.</p>	<p>Continuing sensitization of the populace on the need for, and the benefits of Girls Education</p> <p>Socio-economic support to poor families to release girls for schooling:</p> <p>Provision of essential learning packages, especially for girls</p> <p>Mainstream gender sensitivity in all teacher development programmes and into all teaching-learning materials</p> <p>Enrichment of school infrastructure to cater for the special needs of girls</p> <p>Provision of special incentives for female teachers and teacher trainee</p> <p>Posting of female teachers to husbands' place of domicile</p> <p>Maintenance allowance for females teacher trainees</p> <p>Provide rural posting allowance for female teachers</p> <p>Enabling condition for girls to further their career in teaching</p> <p>Advocacy and sensitization of stakeholders</p> <p>Recruitment and training of more female teachers.</p>
Special Attention to Under served Geographical areas	<p>Identify the under-served areas</p> <p>Making schools available in all difficult to access areas of the State</p> <p>Provide adequate facilities</p>	<p>State-wide School Mapping</p> <p>Involvement of local communities and SBMCs in citing, constructing and management of schools in those areas as the case may be</p> <p>Visiting and inspection of the areas.</p>
Special Attention to Groups with special needs	<p>Making adequate provision for children with special needs: physically – challenged, mentally retarded, deaf blind, the gifted etc</p> <p>Increase attendance of people with special needs</p> <p>Provision of job opportunity.</p>	<p>Provide physically challenged friendly schools in terms of architectural design and the provision of prosthetic devices (Wheel Chairs, crutches, etc)</p> <p>Tertiary institution to design suitable courses for special need students.</p> <p>Develop a system which will identify children with specific needs and increase number of schools for them.</p>

Enrichment and mainstreaming of Islamiyya Education	Mainstreaming and enrichment of Islamiyya Schools by 60% by the year 2018	Provide qualified and adequate teachers Provide adequate classrooms Capacity building programmes for Islamiyya School teachers
Enriched Non-formal Education for Out-of – School population	By the year 2018, 60% of out- of – school population would be literate	Establishment of more NFE centres Provide qualified and adequate teachers Provide coordinating Education centres
Mainstreaming Govt Recent Education Initiatives	Ensure total absorption and implementation of recent Govt initiatives by 2015	Legislation to back up the initiatives Budgetary provision to be made for the implementation of the initiatives
Ensuring the sustainability of externally supported initiatives	Incorporating the initiatives into regular government educational programmes	Domesticating of the initiative into the related agencies Adequate provision and release of budgetary allocation Judicious use of budgetary releases.
Kaduna: Provide free good-quality universal basic education to all young people irrespective of faith, social position and physical challenge		
Provide free and compulsory basic education for all children by 2015	<ol style="list-style-type: none"> 1. Provide sufficient infrastructure to reduce overcrowding and create a conducive learning environment 2. Increase enrolment and completion rates 3. Ensure infrastructure stock is properly maintained. 4. Increase numbers of girls attending and completing school 	<ol style="list-style-type: none"> 1.1 More lower basic classroom blocks constructed: 790 in 2009, 848 in 2010, & 1,008 per yr. to 2015 1.2 169 additional upper basic classroom blocks per year constructed in 2009, 218 per year for 3 years from 2009 and 372 per year from 2011 to 2015 1.3 3-seater desks provided to 16,000 lower basic (primary) classrooms and 2-seater desks to 5,000 JSS schools classrooms in line with school construction and rehabilitation 1.4 Additional basic education toilets, admin blocks, libraries, multi purpose laboratories and wells constructed. In lower basic education, 1,076 blocks of VIP toilets, 104 staff rooms and 3590 other rooms will be built each year; for upper basic education the figures will respectively be: 381, 52 and 148, in addition to 148 multipurpose laboratories. 1.5 Pupil classroom ratio reaches 41:1 by 2015

	<p>5. Expand the provision of places for children with SEN.</p>	<p>2.1 Gross primary intake ratio from 119% in 2005 to 105% by 2015 of which 20% into the private Sector</p> <p>2.2 Lower basic (primary) NER increased to 80 percent by 2011</p> <p>2.3 Transition into upper basic (JSS) reaches 84% by 2015 and 100% by 2020, of which 20% in private schools.</p> <p>2.4 Upper basic (JSS) GER increased to 73 percent by 2015, of which 12% in private schools and 106% by 2020, of which 21% in private schools</p> <p>2.5 Survival rates to Primary 6 increased to 94% for both males & females by 2015</p> <p>3.1 3% of existing school room stock is rehabilitated each year, i.e. c. 49% of primary stock and 54% of JS stock by 2015 (<i>stock = classrooms and other rooms, e.g. laboratories, staffrooms, etc</i>)</p> <p>3.2 Budgets include progressive allocations for maintenance of these facilities at a minimum of 2% of capital value, plus a portion of a N375 per capita allocation to schools</p> <p>4.1 Primary gender parity index (GPI) in GER will reach 0.925 by 2009; 0.974 by 2015 and 0.997 by 2020; in JSS, the GPI will reach 0.827 by 2009; 0.927 by 2015 and 0.974 by 2020.</p> <p>5.1 Enrol up to 2,000 children with SEN in basic education programmes by 2015 (100% increase)</p>
<p>Begin process of integration of BE curriculum within IQTE Schools.</p>	<p>1. Provide support networks to clusters of Qur'anic schools, e.g. using the largest / best resourced school as a 'hub' centre.</p> <p>2. Encourage establishment of SBMCs in each integrated cluster.</p>	<p>1.1 Phased integration of approx. 30% of existing Qur'anic Schools by 2015 (approx. 1,500) together with provision of necessary material support</p> <p>1.2 State to fund qualified teachers & textbooks in each Qur'anic cluster</p> <p>2.1 Communities share in funding integrated schools with a 10% contribution by 2015.</p>

<p>Improve adult literacy rates, with a focus on women.</p>	<p>1. Expand and improve adult literacy, especially for women and young adults who missed formal education.</p>	<p>1.1 Improve the adult literacy rates from 78 to 85% for males and from 55 to 69% for females by 2015. 1.2 Increase female intake into basic literacy programmes by 15 percent per year 1.3 Expand Post-Literacy Programmes (equivalent to P6) for women to cover all 23 LGAs by 2012 1.4 Increase the availability of relevant and ‘easy to read’ literature for new literates 1.5 Increase the pass rate after basic literacy to an average of 90 percent by 2015 1.6 Increase the recruitment of instructors to match increases in the numbers of centres —the learner-instructor ratio to be increased from 28 to 30 by 2015- 1.7 Develop strong State-LGA-CBO relationships to support the provision of NFE</p>
<p>Kano: Equitable Access</p>		
<p>EA 1 - Gradual expansion of access to Early Childhood Care and Education, through increased government, private and community based provision</p>	<ul style="list-style-type: none"> • 20% GER at ECCE (ages 3-5) level by 2018 • 50% of ECCE through private and community based provision 	<ol style="list-style-type: none"> 1. Conduct needs assessment survey to determine extent and demand for ECCE – by mid 2009. 2. Based on the national curriculum for ECCE provide training for teachers/caregivers. 3. Provide one classroom, one primary school teacher and one nanny for 60 children in all government primary schools by end of 2018. 4. Publish State policy on pre-school education including guidelines on public provision, and circulate to schools, communities and LGEA – by end of 2009 5. Encourage provision of pre-school education by communities and the private sector through dissemination activities outlining the importance of ECCE.
<p>EA 2 - Increase access to basic education</p>	<ul style="list-style-type: none"> • Increase primary education completion rate from 73% in 2006 to 97% by 2018. Primary gross enrolment rate to reach 117% by 2018. • Increase the proportion of integrated IQT primary schools from 30% in all primary schools in 2006 to 50% in 2018. 	<ol style="list-style-type: none"> 1. Conduct comprehensive school mapping of primary schools to determine physical infrastructure needs by early 2009 for each LGA including: <ul style="list-style-type: none"> • Location for new schools • Classrooms • Administrative facilities • Furniture • Water supply

	<ul style="list-style-type: none"> • Increase the gross registration rate in junior secondary from 60% in 2006 to 85% by 2018. Junior secondary gross enrolment rate to reach 82% by 2018. • Increase the proportion of integrated IQT JSS schools from 17% in 2006 to 34% in 2018. • Reduce classroom construction costs by 30% by 2011. • Increase private sector provision of basic education to 30% in urban LGAs. 	<ul style="list-style-type: none"> • Toilets • Adequate school health provision • Identify poorly served LGAs (e.g.) and provide additional support for construction <ol style="list-style-type: none"> 2. SUBEB and LGAs to explore cost effective ways of expanding the number of classrooms in partnership with communities. Potential strategies to include; <ul style="list-style-type: none"> • Community designed and built classrooms • Cheaper construction of current designs • Using available land in primary schools to support and build JSS school/classes 3. Further expansion of junior secondary schooling should not constrain primary school decongestion and expansion. 4. Discussion and negotiation with LGAs to identify infrastructure needs for both rehabilitation and new construction including workshops and laboratories at JSS. <ul style="list-style-type: none"> • 1,400 primary classrooms and related infrastructure per year • 750 junior secondary classrooms and related infrastructure per year 5. Using lessons learned from the SESP school development support scheme introduce school development planning in all primary schools from 2009. Introduce a N300-500 thousand grant to primary and JSS schools to support school development plans. For example, funds to be used for <ul style="list-style-type: none"> • regular school maintenance • teaching and learning materials 6. Provide a flat rate payment of N 30,000 (no allowances) to four Islamic study teachers in integrated IQT primary schools with rest of salary supported by PTAs. 7. Provide four primary school teachers to teach core national curriculum in all integrated IQT primary schools. In IQT junior secondary schools provide full compliment of teachers. 8. Communities to be responsible for the construction of IQT primary and junior secondary schools. 9. Design and implement a public awareness programme on rights to free basic education (including a specific focus on girls – see EA 4) – by mid 2009. 10. Develop partnership initiatives (including self-help programmes) for
--	--	---

		<p>strengthening private sector and community participation in basic education construction, infrastructure maintenance, school management and monitoring – ongoing from 2009.</p> <p>11. Continue the de-boarding policy at JSS and eliminate boarding at this level by 2018/19 through process of JSS expansion.</p>
EA 3 - Eliminate gender disparities in basic education and narrow gender gaps in senior secondary access	<ul style="list-style-type: none"> Enrolment and completion rates of boys and girls at parity in public primary schools by 2018. Gender parity in public JSS enrolment rates by 2018. Registration rates into science colleges to equalise by 2018. Registration rates into senior secondary school to equalise by 2018. <p>Increase the proportion of female teachers in primary and secondary schools to narrow gender gap. In primary, increase the proportion of female teachers from 14% in 2006 to 30% by 2018. In junior and senior secondary schools the proportion of female teachers from 20% in 2006 to 40% in 2018.</p>	<ol style="list-style-type: none"> Design and implement IEC public awareness programme to raise awareness of the importance of girls education – by mid 2009 Ensure school infrastructure plans (EA 2) include adequate facilities for girls (e.g. toilets/sanitation facilities) – ongoing from 2009. Develop a plan for the training, recruitment and deployment of female teachers by mid 2009, including IEC, sponsorship and incentive packages. Undertake a feasibility study and introduce a targeted in-kind/cash transfer programme to encourage girls, poor boys and disadvantaged groups to enrol in JSS. Targeted to rural LGAs and to 20% of JSS secondary school students (N 3,000 annually per student). Equal number of boys and girls to receive transfer. Maintain fee free secondary schooling for female students. Provide more spaces for girls in senior secondary schools and science colleges by building more girls schools and expanding girls' streams in existing schools.
EA 4 - Provide equitable educational opportunities for disadvantaged and vulnerable children	<ul style="list-style-type: none"> Design and implement targeted programmes to increase access for disadvantaged and vulnerable groups (including complementary/non-formal programmes) 	<ol style="list-style-type: none"> Evaluate, build upon, and implement programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes – from 2009. In partnership with NGOs and local community, develop and implement new programmes for excluded children during 2009 (out-of-school, hard to reach, drop-outs, nomadic and Al-majiri) For example: <ul style="list-style-type: none"> Integration of excluded children within the formal system through expansion of nomadic school programme, increased number of IQT

		<p>integrated schools.</p> <ul style="list-style-type: none"> Alternative basic education programmes with clear entry points into the formal system. <ol style="list-style-type: none"> Undertake a feasibility study and introduce targeted in-kind/cash transfer scheme for disadvantaged pupils by end 2009 and implement as appropriate (see EA 3). Undertake a study on orphaned, marginalised and vulnerable children (including as a result of HIV/AIDS) including the feasibility of material support/cash transfers to assist children in completing education – by end of 2009.
EA 5 - Increase the enrolment, retention and completion of children with special needs	<ul style="list-style-type: none"> Increase attendance of those with special needs in schools Integrate all challenged children with non-severe SENs in mainstream schools by 2018 	<ol style="list-style-type: none"> Develop and implement systems for screening and identification of children with special needs, including teacher sensitization, and strengthening special education assessment capacity in all LGEAs by end of 2009. Ensure school infrastructure plans (EA 2) include designs to accommodate pupils/students with special needs – by mid 2009. Establish a special needs school for children with severe SENs. Undertake needs assessment and provide teaching and learning materials for children with special needs – by mid 20010 Incorporate training for SENS in all NCE teacher training courses – by end of 2010. Develop and implement an Information, Education and Communication programme for special education by the end of 2009. Organize sensitization workshop for parents and children with special needs – from mid 2008.
EA 6 - Expand and improve functional literacy	<ul style="list-style-type: none"> Adult literacy rate to increase to 80% by 2018 (from 60% in 2006) Gender parity in adult literacy rate by 2018. Increase female adult literacy rate from 51% to 80% and male rate from 70% to 80%. 	<ol style="list-style-type: none"> Design a functional literacy test (drawing on existing good practice) by mid 2009 Undertake sample testing to determine a baseline literacy rate by the end of 2009 Conduct a mapping, assessment and feasibility study of Basic Literacy Centres, including instructors, resources, programmes etc. Expand Basic Literacy Centres to provide increased access to literacy programmes for adult learners. Provide 50 Basic Literacy Centres for each

		<p>LGA and provide women only programmes in all centres.</p> <p>5. Expand support to private sector initiatives supported by SAME from 2009 (e.g. provision of learning materials, instructors etc.)</p> <p>6. Develop plans for strengthening SAME capacity and resourcing for the planning, management and monitoring of basic literacy from 2009.</p>
<p>Kwara: Equitable Access</p>		
<p>Access 1 - Policy objective: Consolidate access to basic education</p>	<p>Continue fee-free basic education and public awareness programs on importance of school enrolment, but implement within 5 years firm policy on enrolment at correct age, especially making clear administrative separation between pre-primary and primary enrolments. Maintain automatic grade progression, but institute bi-annual review of educational outcomes.</p> <p>In light of substantial LGA disparities in schools, class size and location, conduct review of school mapping, teacher deployment and LGA funding of primary schools to determine equitable and efficient allocation of teachers and infrastructure for each LGA. Focus of review is to identify poorly served LGAs and explore options for consolidation and more effective teacher deployment for very small and remote schools</p> <p>Conduct by mid-2009 needs assessment survey to determine extent and demand for ECCE. Encourage provision of pre-school education by communities and</p>	<p>Reduce gross intake rate into primary from 157% to 105% by 2017-18 as all children enrol but backlog of early- and over-age enrolments is reduced. Primary gross enrolment rate to decline from 116% to 103% by 2017-18 as all children attend but at the correct 6-11 age group. Increase primary education survival rate from 79% (males) in 2006 to 89% by 2018 and from 72% (females) to 88% through detailed family follow-up by SUBEB of children who dropout.</p> <p>Review and detailed plans to be available for public discussion by mid-2009. Specific target is to develop operational plan to remedy existing gross inequities in provision of schools, teachers and facilities in remote and rural areas.</p> <p>Publish State policy on pre-school education including guidelines on public provision, and circulate to schools, communities and LGAs by end of 2009. 37% GER at ECCE (ages 3-5) level by 2018, compared to 2005-06 baseline GER of 17%.</p>

	<p>the private sector through dissemination activities outlining the importance of ECCE. Gradual expansion of access to ECCE through increased private government, and community based provision.</p> <p>Provide dedicated classroom, one primary school teacher and one nanny for 60 children in all government primary schools by end of 2018 to replace existing shared and mixed facilities.</p> <p>Underpin access to basic education through provision of adequate classrooms. Explore cost effective ways of expanding the number of classrooms in partnership with communities. Potential strategies include community designed and built classrooms, cheaper construction of current designs and using available land in primary schools to support and build JSS school/classes. Maintain State average private sector provision of JSS education at 51%.</p>	<p>43% of ECCE to be provided through private and community based provision, compared to 34% in 2005-06 baseline.</p> <p>Additional 2,644 primary classrooms and related infrastructure need to be built over period to 2017-18 to cope with projected enrolment growth Additional 2,022 junior secondary classrooms and related infrastructure need to be built over period to 2017-18.</p> <p>Increase the gross registration rate in junior secondary from 87% (males) in 2006 to 100% by 2011-12 and from 80% (females) to 100% by 2017-18. Junior secondary gross enrolment rate to reach 96% (males and females) by 2018.</p>
<p>Access 2 - Policy objective: Eliminate gender disparities in basic education and narrow gender gaps in senior secondary access</p>	<p>Design and implement a public awareness programme on rights to free basic education, including a specific focus on girls, by mid 2009. Design and implement public program to raise awareness of the importance of girls' education.</p> <p>Ensure school infrastructure plans include adequate facilities for girls (e.g. toilets/sanitation facilities)</p> <p>Undertake a feasibility study of a targeted in-kind/cash transfer program to encourage girls, poor boys and disadvantaged groups to enrol in JSS,</p>	<p>Enrolment and wastage rates of boys and girls at near-parity in public primary schools by 2018 (8.5% and 10% respectively). Near-parity in public JSS enrolment rates by 2018 99% boys, 96% girls).</p> <p>Registration rates into senior secondary school to equalise at 80% by 2018. Maintain the proportion of female teachers in primary (57%) junior secondary schools (51%) and senior secondary (46%) to preserve favourable gender distribution.</p>

	targeted to rural LGAs and to 20% of JSS secondary school students. Equal number of boys and girls to receive transfer.	
Access 3 - Policy objective: Provide equitable educational opportunities for disadvantaged and vulnerable children and increase the enrolment, retention and completion of children with special needs	In partnership with NGOs and local community, develop and implement new programs for excluded children during 2009 (out-of-school, hard to reach, drop-outs, nomadic). Undertake feasibility study and introduce targeted in-kind/cash transfer scheme for disadvantaged pupils by end 2009 and implement as appropriate. Undertake study on orphaned, marginalised and vulnerable children (including as a result of HIV/AIDS) including the feasibility of material support/cash transfers to assist children in completing education – by end of 2009. Ensure school infrastructure plans include designs to accommodate pupils/students with special needs by mid- 2009.	Systems for screening and identifying children with special needs, including teacher sensitization, and strengthening special education assessment capacity in all LGEAs to be developed and implemented by end of 2012. Increase attendance of those with special needs in schools Integrate all children with non-severe special educational needs in mainstream schools by 2018