Education Sector Support Programme in Nigeria (ESSPIN)

Inclusive Education Review 2016

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Contents

Glossary and abbreviations

Almajiri	Boys who have left their home to live with Mallams to learn Islamic teachings.
ASC	Annual School Census
C-EMIS	Community Education Management Information System
CGP	Civil Society-Government Partnership (for supporting SBMCs)
CSOs	Civil Society Organisations
DFID	Department for International Development (UKAid)
DPRS	Department of Planning, Research & Statistics
DSDC	Demonstration School for Deaf Children
GPE	Global Partnership for Education, the multilateral funding and support mechanism for education in more than 60 developing countries
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme In Nigeria
FME	Federal Ministry of Education
IE	Inclusive Education. There is no single definition of IE, but the global Enabling Education Network (EENET)'s definition is: '*Changing the education system so that it is flexible enough to accommodate any learner*.[1]' Article 24 of the UN Convention on the Rights of Persons with Disabilities gives these examples of the right to inclusive education: *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live; Reasonable accommodation of the individual's requirements is provided; Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion[2]*.
JSS	Junior Secondary School
LGA	Local Government Authority
LGEA	Local Government Education Authority
SBMCs	School Based Management Committees
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
SMoE	State Ministry of Education
SEN	Special Educational Needs
SUBEB	State Universal Basic Education Board
TDP	DFID's Teacher Development Programme in Nigeria
UBEC	Universal Basic Education Commission

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[1] http://www.eenet.org.uk/what_is_ie.php, accessed 20 June 2016
[2] http://www.un.org/disabilities/convention/conventionfull.shtml, accessed 20 June 2016

Executive Summary

ESSPIN (the Education Sector Support Programme In Nigeria, funded by UKAid's Department for International Development) has developed a strong focus on inclusive education. As the programme draws to a close in mid-2016, a review has been commissioned to capture learning from ESSPIN's promotion of inclusive education in Nigeria.

This review, which took place between January and April 2016, focuses on ESSPIN's work around inclusion in the six states where the programme is active, as well as ESSPIN's engagement on inclusive education at the federal level. The main objective of the review was to undertake a qualitative analysis of the scale of change and impact of the inclusive education aspects of ESSPIN's work, particularly around disability, gender and ethnicity.

The analysis will feed into the body of evidence being assembled to address ESSPIN's end of programme evaluation.

Inclusive education efforts

The review found that a wide range activities specifically intended to promote inclusive education had been instigated by ESSPIN in all six states, boosting state efforts to develop inclusive education.

When asked for examples of what had been happening in the state to promote inclusive education, SUBEB and SMoE interviewees consistently related the following activities:

- Awareness raising campaigns at state and LGEA levels for children with disabilities and other vulnerable children to be enrolled in local schools; messaging that children with disabilities do not only have to attend special schools.
- SBMCs conducting enrolment drives with a strong focus on disability, gender and ethnicity.
- Efforts to train teachers in supporting children with disabilities, such as training in sign language, Braille and attitudes to disability.
- Efforts to train teachers in improving child-centred practice
- Conducting of out of school surveys to identify which groups of children are commonly out of school

- Small-scale efforts to bring special schools and mainstream schools closer together
- Small-scale funding of equipment for schools to support disabled learners.

ESSPIN has played a comprehensive role in promoting many of these changes. To be understood as inclusive, an education system needs to actively seek out excluded groups outside and within school, and make adaptations so that the barriers to learning they face are progressively eradicated (Peters, 2004). Since 2014, this focus has been clear in the way ESSPIN supported EMIS, policy, and monitoring systems.

Out of school surveys supported by ESSPIN have increased government focus on marginalised groups; inclusive education committees have been supported to develop, institute and implement state-wide policy; and indicators of inclusion have been added to the school and community level monitoring systems instituted by ESSPIN, which are used for both programme monitoring and state EMIS.

School communities have been mobilised to bring the most excluded children to school and improve their experience, and local government in some areas has co-ordinated increased resources to support their participation. In addition to bringing core child centred practice methods into teacher development, ESSPIN has piloted some ways to help teachers adopt inclusive strategies.

Summary of progress

Issue	Outcome supported by ESSPIN	Prospects and support needs
Inclusive education policy	All six states now have IE policies or equivalent, with four fully approved; a national IE policy is in development.	State level capacity to resource, implement and monitor their IE policies is weak and will need ongoing support from GPE.
State data and analysis capacity	Several ESSPIN-supported states have demonstrated that they can produce disaggregated and reliable EMIS data to inform planning and resourcing.	Further support will be needed under GPE / other programmes to ensure capacity to allocate resources against new data to bring marginalised groups into quality education.
Accessible infrastructure	DFID's aim of making rehabilitated and new schools accessible (DFID, 2010) has been promoted in many ESSPIN-supported schools in the North, through disability-accessible and gender-friendly latrines.	Efforts to encourage SUBEBs to incorporate accessible design into new school building and rehabilitation standards should be increased through ESSPIN and GPE.
Girls' education initiatives	Summer camps and sports for girls have been scaled up in Jigawa and Kano	Ongoing support through GPE may be needed to establish sustainable resources for these initiatives.
IQTE	Practical ways to upgrade the quality and effectiveness of IQTE provision have been demonstrated.	It is unclear to what extent quality IQTE provision will be sustainably funded in future.
Nomadic education	Nomadic schools in Jigawa have been revitalised in terms of ownership, quality and infrastructure.	Significant institutional capacity support will be needed through ESSPIN and GPE if nomadic schools are to be sustainably resourced.
Teacher development	Comprehensive structures to focus teachers and head teachers on child-centred teaching strategies have been put in place and sustained by State and federal government.	Support for disability-focused and multilingual teaching strategies has not been provided, except partially in two small pilots. Strong focus in TDP and GPE will be needed to help teachers meet major needs in these areas.
Community support for marginalised	ESSPIN's model for developing SBMCs has been adopted nationwide, emphasising inclusion.	Better capacity within SUBEB is needed to use and share data on marginalised groups which is

groups	Indications are that more excluded children are entering school as a result.	coming in through the SMO reporting system: ESSPIN and GPE should continue to support state teams in this area.

Conclusion

1. Has ESSPIN led to changes in the sustainable quality and inclusiveness of schools in DFID supported states in Nigeria?

The review found that ESSPIN is acknowledged across all six states to have significantly boosted state progress on inclusive education, in some cases mobilising new demand, and in others giving new impetus to existing commitment. ESSPIN has helped state governments deliver changes at school and community level that have brought more of the most excluded children into education.

ESSPIN efforts to establish sound state IE policies and inclusive SBMCs have been the most sustainable and best institutionalised inclusive education interventions. Approaches for boosting girls' education in the North have also been adopted by state governments relatively easily, and continued support in this area from programmes like GPE is likely to ensure that these initiatives continue.

However, recent economic downturn, lack of time remaining for ESSPIN to support institutionalisation, and change in government, has left it doubtful whether funding and political will can be found to continue with key ESSPIN models, particularly around inclusive teaching and state government capacity to deliver against inclusive education policy.

2. How relevant were the choices made (by ESSPIN) regarding the level of additional efforts for specific groups of children?

Targeting of ESSPIN inclusive education efforts since 2013/14 has demonstrated effective ways of reaching the main groups of children identified as excluded by communities and state officials. Strategies for including nomadic children, girls at risk of dropout, children with disabilities and the poorest children have been developed in response to specific contexts and demonstrated with success across ESSPIN states. Prior to 2013, there was no focus on disabled children or ethnic minorities outside of SBMC development work.

Opportunities to promote inclusive teaching have been missed by ESSPIN: the strong demand for teaching techniques to include disabled children has not been responded to, until very close to the end of the programme. It may well have been possible to deliver SSO and SSIT training on basic differentiation and SEN strategies, had inclusive teaching been a priority for the programme at an earlier stage.

Observation indicated that many children need to be taught in a local language they understand, rather than English. This has not been addressed by ESSPIN teacher development support. CSOs supported by ESSPIN have identified demand among children (and, to an extent, teachers) for local-language based teaching.

In 2016, all major elements of ESSPIN promote inclusive education to some extent. However, this inclusive focus has developed in sometimes uncoordinated ways, with several small pilots beginning too late to allow full institutionalisation of successful models. If pilots had started earlier and received greater support for institutionalisation, the most successful models to come from them could now be integrated into state education systems, to a similar level that SBMC development and SSO teams have been.

Recommendations

Strengthening community level change
1. Schools with particularly large enrolments (over 8,000 children, for example) should receive training from the CGP to set up one SBMC for each community area linked to the school. ESSPIN should encourage the CGP in each state to advocate for amendments to state SBMC policies and resourcing to enable this.
2. ESSPIN should encourage CGPs in each state to support SBMCs in larger schools in setting up an SBMC Disability Committee to make sure all disabled students were getting better monitoring and support. This can be a source of information on equipment needs for school attendance, to feed into information provided to SUBEB by SMOs.
3. Any further training planned for Women's Committees should encourage asking children about who is not going to school and why.
4. SBMCs and Women's Committees should be reminded through CGP mentoring visits that all children with disabilities should be in school, and that no child is ineducable. Committees should be encouraged to provide toys and stimulating environments for children with severe learning disabilities in school.
5. Encourage training for SBMCs under programmes such as GPE to include disability and other inclusion barriers in school development plans and grant applications.

Promoting progress in schools and teaching

6. Encourage DFID-supported teacher development programmes to produce more specific guidance on differentiated teaching techniques, as part of teachers' guides and lesson plans.
7. Respond to demand for disability-focused inclusive teacher training by expanding the training offered in Kaduna to other states, and engaging more SSITs in this training. Promote replication of these approaches with DFID.
8. Investigate the possibilities for replicating the Kaduna 'focus IE teachers' structure and training in other states
9. Encourage linking of special schools with mainstream schools and mutual capacity building between SSITs, special school teachers, SSOs and mainstream teachers
10. Foster linkages between SUBEB IE focal points and international disability experts to provide better access to international good practice in teaching children with severe learning disabilities.
11. Engage with DFID and GPE to promote dialogue and further research and piloting around overcoming language challenges in teaching in Nigeria.

System and policy change

12. Recommend to ESSPIN partners that information and requests for advice are regularly shared between SSOs, SMOs and SUBEB IE and Gender desk officers to enable reporting of resource needs at school level. This can be co-ordinated by LGEA level IE and Gender officers.

(For example, an SSO may report to the LGEA IE and Gender officer that a basic Braille stylus kit is needed because a blind child has just joined a school. If an SBMC can raise the funds for such an item (c.10 USD), supply could be arranged by the SUBEB IE and Gender officer, working with special school experts and School Services. In the longer term, this approach could be used to assess needs for such kits across the state, to enable budgeting for bulk purchase.)

13. Offer training/orientation to increase the understanding of senior officials and politicians on inclusive education, and practical progress in Nigeria.
14. Provide greater capacity support to SUBEB officials to collate and use data on children from marginalised groups being brought into school by community action.
15. Provide greater encouragement to SUBEBs to incorporate accessible design into new school building and rehabilitation standards.

16. Support documentation and dissemination of good practice in ESSPIN states for sharing with other states as part of the dialogue around the forthcoming federal IE policy.

17. As part of support for the federal IE policy process, links should be made by ESSPIN to enable sharing of good practice and experience across states, particularly in settings like Kaduna and Lagos which have plenty of practical progress to show.

18. Encourage systematic approaches to sustainably address financing gaps for nomadic education.

19. Work to focus GPE plans on strengthening budget support for girls' education initiatives.

20. As part of efforts to deliver federal and state policy commitments, UBEC and development partners should seek networking and funding opportunities to prepare inclusive and special schools with the technical support and human resource capacity needed to help children with complex needs and severe learning disabilities progress through education: individual education plans, activity/sensory resources in schools, and attitude change around 'educability'.

If time is available in the final stages of ESSPIN, it is likely that overseeing such support will lead to improved consolidation of ESSPIN's inclusive education efforts.

1. Introduction

Nigeria has the most out-of-school children worldwide: 10 million (UNICEF, 2012). Children are excluded because of poverty, gender, disability, geography, language, albinism and nomadism. Education has been 'one size fits all': teaching is not differentiated for children's diverse learning needs; communities and teachers have not helped children facing difficulties come to school; and corporal punishment, conflict and sexual harassment keep children away (ESSPIN, 2015).

Disability is a major issue in education. "The World Health Organisation (WHO) estimates that there are approximately 19 million disabled people living in Nigeria, (equivalent to 20% of the country's total population), although there are no robust, statistical data that either confirms or refutes this estimate." (Lang and Upah, 2008). It is estimated that 50% of out of school children in Nigeria are disabled (JONAPWD, 2015).

ESSPIN (the Education Sector Support Programme In Nigeria, funded by UKAid's Department for International Development) has developed a strong focus on inclusive education. As the programme draws to a close in mid-2016, a review has been commissioned to capture learning from ESSPIN's promotion of inclusive education in Nigeria.

This review, which took place between January and April 2016, focuses on ESSPIN's work around inclusion in the six states where the programme is active, as well as ESSPIN's engagement on inclusive education at the federal level. The main objective of the review was to undertake a qualitative analysis of the scale of change and impact of the inclusive education aspects of ESSPIN's work, particularly around disability, gender and ethnicity.

The analysis will feed into the body of evidence being assembled to address ESSPIN's end of programme evaluation. Therefore, the study report will seek to address the following evaluation questions currently expressed in ESSPIN's Evaluation Framework:

1. How relevant were the choices made (by ESSPIN) regarding the level of additional efforts for specific groups of children?
2. Has ESSPIN led to changes in the sustainable quality and inclusiveness of schools in DFID supported states in Nigeria?

The review captured a range of stakeholders' views and experiences about the progression of inclusive education in their environments; ESSPIN's role in supporting inclusion; and gaps and challenges which should receive attention from government, civil society and development partners after ESSPIN closes. It is hoped that the review report will offer examples of achievable change, to encourage inclusive education in ESSPIN-supported states and in other states of Nigeria.

The review report will deal with ESSPIN inclusive education interventions at three levels: policy and state education systems; school level; and community level. While ESSPIN has been working at all three levels since its beginning, inclusive education efforts at school and policy levels began much later than community level inclusion work. Interventions will be described starting with the community level, moving to school level, and closing with the policy level. Each section will also discuss good practice found by the review which has been happening without ESSPIN support.

2. Methodology

A consultant was commissioned to design and deliver the inclusive education review. The intention was to use a reviewer with in-depth understanding of ESSPIN's development and aims around inclusive education, who could bring extensive international knowledge to an assessment of how effectively ESSPIN has promoted inclusion. Helen Pinnock is a senior consultant for EENET (the Enabling Education Network), a global inclusive education practice sharing network. Helen has also provided technical input to ESSPIN's work on community accountability and inclusive education since 2009 through Save the Children's involvement in ESSPIN.

The design of the study was qualitative, using a range of materials and informants to build a rich picture of inclusion issues and efforts across the contexts where ESSPIN works. The intention was to document current good practice in promoting inclusive education; to assess what could have been done better by ESSPIN; and to highlight areas of action for ESSPIN and other actors after ESSPIN closes.

2.1 Process

2.1.1 Desk review
The consultant reviewed all documents relating to inclusive education efforts within ESSPIN, and attempted to triangulate claims made in documentation through stakeholder interviews. ESSPIN strategies, plans and monitoring frameworks were reviewed in conjunction with state government, LGEA and CSO reports, as well as relevant analysis and data produced by other agencies not linked with ESSPIN.

2.1.2 School visits
Two schools were visited in each of four states: first Kano and Kaduna, in February 2016; and then Enugu and Lagos, in April 2016. Approximately three hours were spent in each of these schools, during which a range of activities took place to gain different stakeholders' perspectives and observe conditions for inclusion. The list of schools visited is as follows (in chronological order):

1. Kano: Gobirawa Inclusive School, Nassarawa LGEA and Mariri Inclusive School, Kumbotso LGEA
2. Kaduna: Kajuru LGEA School and Kaduna North IQTE School
3. Enugu: Neko Uno Community Primary school, Enugu East LGEA and Colliery Primary School Iva Valley, Enugu North LGEA

4. Lagos: Ojuwoye Community Primary School, Mushin LGEA, and Maryland LGEA School.

In Kaduna, an additional visit of approximately an hour was made to an NGO special school (Kaduna NGO School for the Deaf). Similarly, in Lagos an hour was spent in one of the two state special schools, and an unplanned half-hour visit was made to an additional local school for children with disabilities (Maryland Inclusive School).

At each school, two to three lessons in different grades were observed according to a checklist of criteria, and videos were taken. A tour around each school was completed to establish to what extent the physical environment was child-friendly and accessible, and to get an overview of how other lessons were conducted.

2.1.3 Stakeholder interviews

In the four states visited, stakeholders were interviewed using semi structured interview and focus group discussion at school/community, state and federal levels.

A similar timetable was used in each school:
- Introductory discussion with head teacher
- 10 minutes' interview with 3 to 4 children identified by teachers as at risk of exclusion (children with disabilities, girls facing barriers to attending school, children affected by poverty, and so on.)
- 30 minute focus group discussion with Women's Committee members
- 30 minute focus group discussion with SBMC members
- 2-3 x 10-minute class observations
- tour of school
- 40 minute focus group discussion with teachers and headteacher

Focus group discussions took place at SUBEB and SMoE with desk officers from Social Mobilisation, School Services and Departments of Data and Statistics. Directors from these departments were interviewed individually.

In Kwara and Jigawa, Skype interviews were held with ESSPIN Access & Equity specialists to discuss issues raised in documentation, and to get an update on progress since the latest documents had been produced.

2.1.4 Stakeholder workshops
In each of the four states visited, a participatory workshop was held with government and non-government members of the Inclusive Education Committee,

CSO representatives, SBMC chairs, SMOs and key SUBEB desk officers. Between 15 and 25 people attended each workshop.

Workshops reviewed progress on inclusive education against state policy, and identified areas where more work is needed in the near future to deliver against state commitments. As well as extracting information on successes and challenges, the workshop asked participants to plan follow-up actions that could make progress in priority areas. This was intended to help identify realistic recommendations for the review and to focus stakeholders on practical actions they could take after ESSPIN closed.

2.1.5 Follow-up support
In keeping with EENET's aim of promoting practical change through constructive interactions, interviews, workshops and school visits were followed up with support through email, such as links to good practice resources and specific advice about challenges which teachers and others were experiencing.

2.1.6. Limitations
It was necessary to find a balance between using the trust and networks of ESSPIN staff to gain access to stakeholders, and keeping a reasonable degree of independence as an external reviewer. CGP members rather than ESSPIN staff provided translation during school visits, and ESSPIN staff usually removed themselves from discussions with education officials once introductions had been completed. However, protocol dictated that ESSPIN staff were usually present in discussions with senior officials. In most cases, stakeholders appeared comfortable criticising ESSPIN and identifying the challenges which they faced.

SBMC members, teachers and officials were often keen to present their achievements and their work with ESSPIN in a positive light, and findings were interpreted with that in mind. Whenever possible, statements made were triangulated across different stakeholder groups and documentary sources, and through direct observation. Where relevant, children's inputs were a useful way of checking and illuminating adults' claims. As ESSPIN's work does not provide material incentives for taking part[3], community-level participants in the study had little vested interest in reporting positive progress, other than pride in some of the changes which they had seen.

As is typical for an in-depth qualitative study of this nature, the sites visited were those where staff and partners felt interesting and positive progress had been made.

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[3] Food and drink are provided at initial training courses, but most local participants are involved in significant ongoing activities to promote inclusion and equity without compensation.

The study aimed to capture and share what can be done to promote inclusive education in typical contexts supported by ESSPIN, rather than what had been achieved everywhere. Analysis emphasised similarities between reported changes and issues across different settings.

Stakeholders were not asked what ESSPIN had done for them (see Annex 1) but what issues and achievements they had been involved with. These reports were placed against documentation and testimony from ESSPIN staff about the nature and intent of the interventions which ESSPIN had attempted to introduce.

2.2 Conceptual framework

Developments in inclusive education across ESSPIN states and at federal level were assessed against a broad framework reflecting recognised principles of inclusive education. The framework contained the following elements:

1. Inclusive education defined as a comprehensive, rights-based education system. No matter how strong changes are at school level, they are likely to remain in pockets of good practice unless comprehensive changes take place across schools, communities, policies and education management mechanisms (Peters, 2004; EENET, 2013). Were ESSPIN's interventions, and any other processes happening in ESSPIN states, likely to contribute to the development of a joined-up, sustainable inclusive education system?

2 A 'twin track' approach to developing inclusive education (EENET, 2014). As well as making education more equitable generally, were the changes which ESSPIN and others promoted making a difference to the most excluded children? Disabled people in particular can become invisible in efforts to reform mainstream education.

3. The concepts of presence, participation and achievement used to assess changes at school level (Ainscow, 2005). Were traditionally marginalised children in school or other learning spaces? Were they treated respectfully and enabled to take part in learning and social activities? And were there indications that marginalised children were making progress in learning and development? Did the increasing presence, participation and achievement of some children lead to others participating less?

4. Inclusive teaching identified as involving learner-centred methodology, with strong use of differentiation techniques and adaptations to include learners with disabilities or other special needs. Inclusive teaching uses differentiation techniques to meet the participation needs and learning styles of the diverse group of children in most classes (Holm, 2001).

In practice, differentiated inclusive teaching might involve setting different learning targets for children who make progress at different rates. It would include varying the activities in each lesson, so that physical activity, tactile experiences, experimentation and discussion are rotated frequently to cater to the likely variation in learning styles contained within an average class (including those of children with milder disabilities). In a situation where some children don't speak the main language, an inclusive teacher would group them with fellow language speakers and encourage them to use their first language during discussion, as well as arranging to use that language for introduction of new concepts (Trudell & Young, 2016).

2.2.1 What did the study aim to find out?

1. Whether stakeholders showed good understanding of inclusive education
2. What has been happening in each state, and federally, to promote inclusive education according to stakeholders' priorities
3. What role ESSPIN has played in promoting inclusive education in each state and at federal level
4. Which initiatives have been most and least successful; which actions have good potential for replication within ESSPIN-supported states and in other states
5. Whether ESSPIN could have done anything differently or better in its inclusive education efforts
6. What the prospects are for sustaining and improving progress on inclusive education in each ESSPIN-supported state and at federal level
7. What type of support would be helpful to maximise the chances for sustainability of inclusive education initiatives.

SBMC and community members in discussion with the review team, Neko Uno School, Enugu. *Photo: Ignatius Agu/ESSPIN.*

3. ESSPIN's approach to inclusive education

The 2015 CSO report on inclusive education describes the context for inclusion in Nigeria as affected by lack of policy frameworks and regulation; poor collaboration and linkages; and low technical capacity to deliver inclusive education, despite positive attitudes and high demand (JONAPWD, 2015). ESSPIN's work on inclusion has targeted several of these gaps.

3.1 Trajectory of ESSPIN inclusive education efforts

Most ESSPIN stakeholders and external respondents reported that ESSPIN has had a strong focus on inclusive education in its full sense for the previous two years, while recognising that ESSPIN had promoted equity since its beginning.

ESSPIN's National Programme Manager recalled that increased emphasis on inclusive education came after the 2011 mid-term review of ESSPIN, leading in 2013 to new indicators of inclusive education across all ESSPIN output areas. The Programme Manager's feeling was that ESSPIN did have an inclusive education focus before this, but that before the mid-term review DFID had not envisaged ESSPIN to have a focus on change at the school level. ESSPIN was seen as a governance programme, and issues of inclusion were characterised not as a governance issue but a school level issue. This therefore prevented ESSPIN from promoting change towards inclusion at the time.

This view is not fully consistent with the fact that ESSPIN had conducted major teacher training and school improvement work from the beginning of the programme, or with international recognition that inclusive education should involve significant change at the governance and system level (Peters, 2004).

The National Programme Manager also reported that after the mid-term review DFID started asking for much more progress on expanding access to education, particularly for girls and children with disabilities. Interview with DFID's Senior Education Advisor in Nigeria, and review of DFID guidance documents, confirmed that DFID has taken a much stronger corporate interest in inclusive education with a disability focus over the last two years.

Until 2012, ESSPIN's focus on inclusive education was in its training of SBMCs to increase school access for marginalised children, in pilot schemes to improve the quality of IQTEs, and in establishing the basics of child-centred teaching and teacher development.

ESSPIN adopted a formal strategy for promoting inclusive education in 2012, with its approach paper on inclusive education (this was continually refined until 2016). The practice paper outlined three elements of improving education access and equity which the programme would attempt to promote together (see diagram):
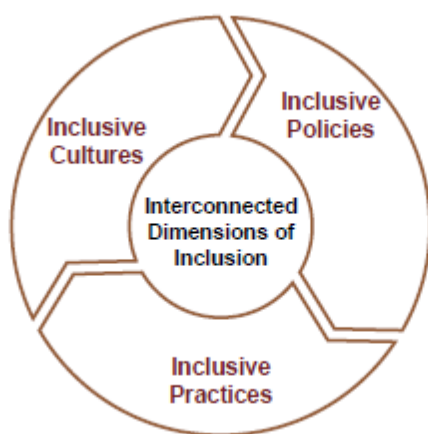
Documentary review and interviews agree that from 2013/14, a new emphasis on actively promoting inclusive education was visible at all levels across ESSPIN's work.

Since 2013, ESSPIN has supported a variety of initiatives to increase the inclusion of marginalised groups of children. Pilot models of boosting education access and quality for marginalised girls, nomadic children and children with disabilities has received funding and, when successful, technical support to enable scaleup and replication within states. Unfortunately, the relatively late start of these initiatives has meant that most are only in the early stages of scale-up, and are unlikely to survive at scale after ESSPIN closes, unless continued support for institutionalisation can be provided.

From 2014, the programme started to emphasise helping state partners develop inclusive education systems.

3.1.1 Performance indicators
ESSPIN developed five indicators to measure progress in these dimensions:

1. Each state has a clear policy on inclusive education that outlaws all forms of discrimination and promotes learner-friendly education;
2. There is support for civil society to give voice to excluded groups in planning and budgeting;
3. Data on out-of-school children is collected and available at state and local government levels;
4. Expenditure on access and equity activities in schools is predictable and based on the medium term sector strategy;

5. Local education officers receive information and respond to community access and equity issues.

ESSPIN's analysis of its performance against the logical framework reviews girls' and boys' scores against each other, and tracks the number of schools and SBMCs assessed to be inclusive.

An additional Outcome indicator (2a) measuring access to education for children with disabilities was added to the logframe for increased visibility of disability. However, ESSPIN's Annual Report for 2015 stated that 'the results show a decline based on figures from 2013/14 despite an overall increase in children in schools – a pointer to likely flaws in available data for tracking children with disability.'

4. Community and inclusive cultures

Excluded groups targeted: the poorest children, girls, ethnic and linguistic minorities, children with disabilities.

4.1. SBMC training and development

ESSPIN developed a detailed training and mentoring model for school based management committees, which included state policy development based on extensive consultation. The model itself has been successful at scale, rolled out using State resources in all ESSPIN states and taken up by UBEC as the model for SBMC development across Nigeria. The SBMC development model was based in equity thinking and was intended to boost education access and school improvement, both through engaging communities in education and enabling them to hold government to account.

The SBMC model had a specific focus on inclusion from the start, with emphasis on gender, disability, and other axes of exclusion, such as poverty and ethnicity. Basic messages about equity and the rights of all are built into all SBMC training, but there is also a detailed SBMC mentoring course on inclusive education. Within a framework of developing an inclusive school to meet all children's rights to education, the training covers disability discrimination and adaptation, gender discrimination, minority education issues, and supporting the poorest children into school. Mentoring sessions on child protection also help SBMCs focus on enabling the most vulnerable children to continue their education safely. This training was rolled out from 2010 and has continued with the same focus.

SBMC reviews in 2014 showed that SBMCs have consistently been promoting increased inclusion (ESSPIN, 2014a). SBMCs monitor the school environment and teachers' attendance and behaviour. SBMCs have activated the community and donors to help children attend school. Children with disabilities have received wheelchairs, food and clothing; families have been encouraged to keep daughters in school; and SBMCs have recruited teachers who speak the languages of minority children. SBMCs have prepared inclusive school development plans and successfully lobbied government for resources to expand and improve schools.

Between 2010 and 2015, 10,442 SBMCs were supported in this way. Governments in ESSPIN-supported states and across Nigeria are using their own funds to scale up the approach, contracting CSOs for support.

In 2013 state governments introduced a monitoring system to document the benefits of SBMC support, motivating government to keep training SBMCs. Local education staff use templates to collect data on how many children (boys and girls, and with disabilities) are estimated to have enrolled as a result of SBMC action, and estimate local children still out of school. The reporting system provides information on challenges faced by SBMCs, so that government can respond with policies and resources. Visiting CSOs also collect information for use in advocacy.

"We provide generators or water in the school, clothes for children. We go out and look for people/NGOs that can sponsor us to do it. We paid for one boy's examination recently as his parents didn't have anything."
SBMC Chair, Ojuwoye Community School, Lagos

SBMCs have been encouraged to identify situations where children are experiencing exclusion due to their ethnic or linguistic identity. In Kwara and Jigawa, several SBMCs have recruited minority language speaking teachers to attract nomadic children to school (ESSPIN, 2014a).

This latest review found consistent information: all the SBMC members interviewed related several instances of supporting children who had difficulties attending and doing well in school.

"Muyideen Saheed, whose parents reside in Lagos, was left with his grandparents in Berilaga village because all hope was lost on him since he could not speak nor walk, and he is physically and facially deformed. As a result of sensitisation by the CGP, Muyideen was enrolled in the community school. With his enrolment, he kept on improving academically and in all physical activities. He can now speak clearly while the deformity is gradually fading away. Also, he can walk around now without support from anyone and all his friends testify that he is a kind and great friend. His teacher Mallam Umar also said he is improving gradually to be one of the best in his class. He writes very well now words in English and Yoruba. When he was asked what he does with his leisure time when not in school, he said he likes reading stories with beautiful pictures and playing football. He cannot see writings on the board if averagely far away from the board. So a seat in the front row has been reserved for him. Muhideen Saheed has successfully completed his primary education and he has now transited to a secondary school at Oke Oyi."

CSO report from Kwara on how CSOs, SMOs and the local SBMC have supported a disabled boy to progress into primary and through to secondary education.

> ***SBMCs holding schools accountable against inclusive education policy***
>
> When children in Kajuru School, Kaduna, reported serious problems with corporal punishment, the SBMC discussed it with the SMO. He informed them that Kaduna's inclusive education policy (which had been instituted with ESSPIN's help – see Section 6.1) said there should not be any corporal punishment. The SBMC started monitoring teachers to make sure they stopped using corporal punishment. Now the SBMC and SMO report that the problem has ended, and so children are coming to school willingly.

If ESSPIN's work on inclusive education were continuing beyond 2016, it would be useful to explore encouraging SBMCs to hold schools accountable to aspects of their state's inclusive education policy, through SUBEB IE officers co-ordinating with SMOs and CSOs. Stakeholders in the upcoming federal inclusive education policy process (see Section 6.2) could be reminded that the SMO system can act as a useful monitoring and accountability mechanism for IE policies.

4.1.1. Problems with SBMC monitoring in a large school

Challenges were revealed at Gobirawa School, Kano, which indicated that marginalisation can go unnoticed by an SBMC when student numbers are very high. Gobirawa has 13,000 students, who attend in double shifts. School feeding has recently brought attendance as high as 90%.

A girl from a very poor family who lived with her grandparents related bullying from students and teachers alike about her dirty clothes and poverty. When asked who she would ask for help if she had a problem at school, unlike other children, who said they would ask a teacher, she answered, 'I have no one'.

The SBMC were not aware of this student's needs, although teachers were. In many schools, the SBMC would have been aware of her needs, would have raised funds for new uniform, and would have made attempts to reduce bullying and improve her care situation (ESSPIN, 2014a). But in Gobirawa, students are drawn from four large communities. It was recommended that schools as large as Gobirawa should receive training from the CGP to set up one SBMC for each source community, so that issues of exclusion or discrimination can be addressed in the community by the SBMC and Women's Committee.

Similarly, three mobility-impaired students interviewed were without wheelchairs and related crawling for several hours two and from school. The most severely impaired described his brother carrying him to and from school when he was available; but this meant he had to sit in the classroom all the time, unable to go to the toilet or to seek food and drink unless people remembered to bring it to him.

One mobility-impaired student had a wheelchair provided by the SBMC; another had received a wheelchair, but it had stopped working and the SBMC were not aware of the need for repair. SBMC members and Teachers suggested setting up an SBMC Disability Committee to make sure all disabled students were getting better monitoring and support.

4.2. Building the remit of Women's Committees

The review found indications that SBMC Women's Committees are increasing in strength. While the 2014 SBMC review indicated variable levels of confidence and remit among Women's Committees (ESSPIN, 2014a), all the Women's Committees visited during the inclusive education review exhibited strong confidence and awareness of a clear mission.

CSOs reported working with Women's Committees on regular SBMC mentoring visits. Extra training has been rolled out to Women's Committees, emphasising their role in supporting girls, holding teachers accountable and bringing all excluded children into school. However, not all Women's Committees have been trained: the committees in Enugu were due to receive their first training the week after the visit, but were extremely confident and active already. Simply receiving clear guidance and encouragement on their mission and remit may have energised women's committees to become a strong force for inclusion in their communities.

"There is a very good relationship between the women and the school and we are always briefed on the happenings in the school." .. "Once there were very few teachers, and parents were withdrawing their children. The women's committee went to the community elders and the headteacher and pleaded with them to get more teachers, even if from the community. Now they have two more teachers – and we are also following the teachers up to ensure that teaching and learning takes place during school hours. We have discussed with the teachers to make sure that teachers don't [use children to] get domestic work done here."
Chair, Neko Uno School Women's Committee, Enugu.

> "We have come to know that every child in this community is our own, whether or not we are their mother. If we notice any child sick during school hours we know it is our responsibility to take care of them."
> *Women's Committee member, Neko Uno School, Enugu.*

Women's Committee members frequently reported checking on teachers' attendance and lobbying to reduce teacher absence.

Committees also intervened in child protection situations. Community members reported to the women's committee in Ojuwoye School, Lagos, that a single mother was physically abusing her children. She was called to the women's meeting and asked to change. The committee found some money to help her and she has reportedly stopped treating her children badly.

Initially, there had been concerns about whether Women's Committees in more conservative areas like Kano and Jigawa could take on the dynamic role envisaged for them (SBMC Review 2014). However, the Women's Committees visited in Kano for the inclusive education review were extremely active in community advocacy.

> "We go around to the communities and their houses to find the problems, we talk and sit with the parents, ask them what problems they are finding. We come back and sit down to find solutions."..."Over a hundred children have been brought back to school."
>
> "We enlighten [parents] about the dangers of getting their children to marry early – divorce after 2-3 years is likely – but by giving sound education their girls will be able to handle themselves. I give them my own example – I am able to work and help my parents."
> *Amina, member of women's committee, Mariri School, Kano*
>
> *Do you find many disabled children not in school?* Yes, we tell them we have sessions for handicapped children, and parents should try as much as they can to bring them. Many parents are surprised when they do well, and bring more [disabled] children."
> *Chair, women's committee, Mariri School, Kano*
>
> "We are the ones who can talk to mothers and tell them the school is for their children". *Women's committee member, Gobirawa School, Kano.*

Women's committee organise transport for disabled children

A year ago, the women's committee in Ojuwoye School, Lagos, negotiated with a local businessman to provide a bus with driver so that children with mobility difficulties in the local area could be brought to and from the school. The committee and the headteacher reported that there was substantial increase in enrolment and attendance as a result, doubling to 187 children. Two buses are now needed to meet demand, and the committee is seeking out further resources.

It was clear from the school visit that many of the children using the bus had a range of mental and physical impairments not seen in any of the other schools visited except for Lagos Special School. While the disability-inclusive focus of the school and the government's provision of teachers with SEN experience made it possible for those children to be taught, it was clear that without the transport organised by the women's committee, many of them would not have been there.

In the second disability-focused local school visited in Maryland, Lagos, most of the children present appeared to have hearing and speech difficulties, rather than severe mobility or learning disabilities. This school did not have an ESSPIN-supported SBMC or women's committee.

Photo: The Women's Committee at Ojuwoye School, Lagos

In Jigawa, ESSPIN is linking Women's Committees with gender Desk Officers and ES's at LGEA level, particularly around the issue of encouraging nomadic families to send girls to school.

Women's committee taking action to keep girls in school

The women's committee in Colliery Primary School, Enugu, had found that older girls were having to miss school when they started menstruating, because the school has no toilet. SBMC and SMO efforts to get a toilet and other support from government had so far been unsuccessful. Despite this, the women's committee built two urinals themselves. This means that girls can use the urinal and avoid staining their clothes, while the school waits for better sanitation.

Subsequent to training, ESSPIN brought committee representatives together to hear how far they have got and their challenges. ESSPIN arranged meetings with ES's at LGEA level to hear their concerns. One issue was that women's committees were keen to go into distant communities in nomadic areas and mobilise for education, but there is a lack of resources for transport. ES's promised to continue to giving support and engagement to women's committees. ESSPIN staff felt that this type of recognition is vital to continue the energy and enthusiasm of women's committees.

4.3 Piloting a Gender Champions scheme

ESSPIN has helped set up and train Gender Champions in Kaduna, establishing 120 Champions to cover 160 ESSPIN-supported schools and their communities. Gender Champions are volunteers who have good standing in the community and can mediate between parents and children or on issues where there is strong resistance. The idea is that they can go beyond the SBMC in advocating for children's rights to education, particularly girls.

In Kajuru School, two Gender Champions, one male and one female, were interviewed. Gender Champions were active at a slightly higher level than Women's Committees, reporting visiting several communities on rotation. Gender Champions reported taking up issues of children unable to stay in school with local leaders, which Women's Committees may have been able to access. Gender Champions

related intervening on issues of child protection, gender, and poverty, rather than simply whether or not girls were in school.

Gender Champions appeared to have the resources to visit a number of places, and reported bringing government attention to distant schools in minority areas:

> "We visited a school called Kikwari 1. There were supposed to be nomadic children there, but they were cut off from their religious needs because of lack of teachers from their community. So we brought the issue to the LGEA and requested nomadic teachers to be posted to that school. We met with the SBMC and then the ES and invited him to come and see. When the ES visited the school they found that children were not there, because the issue had not been dealt with. He said he would forward the issue for action."
> *Gender Champion, Kajuru LGEA, Kaduna*

4.4 Children's Committees

Children's committees visited had not initially received direct support from CSO and SMO mentoring visits, but in some cases had received facilitation from local CSOs (SBMC review report 2014). Subsequently, ESSPIN had organised direct training for children's committees. Children's committees visited for the inclusive education review said they had not received training directly; this was likely to be because they were in schools scheduled for future training rollout. It was commonly reported in the 2014 SBMC review that children's committees to meet in response to teacher requests, and this appeared to be the pattern in schools visited for this review.

It was initially hoped that Children's Committees linked to SBMCs would have the potential to identify struggles that excluded children were having with school (or being out of school).

However, discussions with children (during previous reviews and this review) indicated that children in the committees are not generally focusing on the most vulnerable. Instead they are expressing the priorities and needs of the majority for school improvement. The issues expressed by members of the committees consistently focused on better toilets, more sports and music equipment, and better access to books and computers. Nevertheless, one children's committee, in Kaduna's Kajuru LGEA School had a member with disabilities, in line with the school's strong disability-inclusion ethos.

Children whom teachers had identified as vulnerable or having special needs emphasised the importance of kind and understanding teachers (and the difficulties they experienced with unkind and intolerant teachers), as well as problems they had in getting food and getting to and from school.

Children's committees reported being asked at SBMC meetings which issues 'the children' (as a whole) are concerned about. This is a perfectly legitimate role for a children's committee in an inclusive school, as long as someone is looking out for particularly vulnerable or excluded children. For the schools visited, the role of the Women's Committees appears to have solidified around this role.

Children's committee members did in fact have good knowledge of exclusion issues affecting children, even if it wasn't apparently being tapped into. When asked during the IE review about children who had problems with school, children's committees were better able to identify children out of school than SBMCs and Women's Committees. Where adult committee members said they didn't know of any children who didn't go to school, Children's committees were aware of a few[4]. Poverty and disability were the main reasons reported by children that other children did not go to school, as well as some children not liking to go and preferring to play. If there were further training opportunities for Women's Committees, these could focus on using children's knowledge to better understand who is not going to school and why.

This has happened in Kwara, where partner CSOs regularly visited to ask children about their peers' attendance patterns. This resulted in some useful data (ESSPIN, 2015a), but appears to have depended on the additional facilitation and focus provided by the CSO.

4.5 Community views of inclusive education

Children, SBMCs and women's committees were consistent in the barriers they identified to all children getting a good education. Poverty, or parents' inability to pay costs associated with going to school such as food, clothing and writing materials, was the main challenge. Despite SUBEB and SMoE officials reporting that levies and additional fees being cracked down on since the national election,

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[4] This difference in reporting children out of school may partly have to do with adult committee members wishing to promote a positive picture of the school community to a stranger. The exception was ... school in Lagos, where the Women's Committee were very strongly focused on bringing children with disabilities to the school, and keen to discuss ways to organise support.

payments for examinations were cited as a barrier in Enugu and Kaduna. Lack of toilets was another major issue, raised most frequently by children.

Children and adults were asked what makes a good teacher, and children with disabilities or other challenges were asked what teachers do to help them. Different groups agreed that good teachers make children happy and engaged, and try hard to make sure everyone understands.

"What do you look for in a good teacher? The way the children respond when the teacher teaches – the pupils are happy, they respond well. the children are getting what he or she is teaching."
SBMC member, Ojuwoye Community School, Lagos

For children affected by disability, flexibility was an additional characteristic of a good teacher:

'My teacher helps me by sitting me at the front of the class, and collecting my papers after the other children, so that I have more time to finish'.
Sunday, Albino child in Colliery Primary School, Enugu

4.6 CSO research and advocacy

As well as training and mentoring SBMCs, CSOs have been supported by ESSPIN to take up educational challenges affecting communities and produce research on these from community visits, for use in advocacy at state level. CSOs at IE workshops reported that they were in the process of finishing research reports which they would then share through advocacy campaigns with state government.

Several of the topics chosen for research reflected inclusion issues, in the sense that they focused on barriers experienced by marginalised groups. In Kwara, CSOs researched the challenges found by children who struggle with speaking a different language at home than that used in school; both minority nomadic children and children from poor communities with little access to English. The research found that, while teachers and children both recognised that teaching in English instead of local language was causing harm to children's learning, teachers preferred to teach in English – possibly due to perceptions about the relative prestige of English. Several

of the CSOs' research reports found that patterns of teacher allocation, and difficulties incentivising teachers to work in rural schools, were undermining efforts to deliver the basics of quality education needed for all children to do well.

5. School and inclusive practice

Excluded groups targeted: girls, children with disabilities, 'slower learners'

ESSPIN's school level interventions have focused on training school support officers (SSOs) based in LGEAs and selecting and training State School Improvement Teams who train and mentor SSOs. Head teachers have also received leadership and school improvement training. Schools supported by ESSPIN use detailed lesson plans for mathematics and literacy in English. State governments have institutionalised the School Support Officer structure, and have accessed UBEC funds to extend teacher development using the ESSPIN model.

5.1 Changing teaching practice

ESSPIN's role in promoting competency-focused teaching methods was recognised by most teachers interviewed, who were able to give examples of training which they or colleagues had received. Teachers consistently stated that they or their colleagues had been trained through ESSPIN to use group work, to use lesson plans, and to focus on making lessons engaging for children.

Appreciation of ESSPIN input varied according to the perceived engagement of local SSOs. Most teachers reported SSOs visiting three times a term, but in Kano visits were reported to be twice a term. Most head teachers reported advising teachers on improvements based on advice from SSOs, but few teachers reported interacting with SSOs directly. The typical pattern of SSO support reported appeared to involve an SSO meeting with head teachers, reviewing lesson plans, discussing challenges, and giving the head teacher advice to share with teachers. Two teachers reported that SSOs had met or advised them personally.

All teachers and headteachers in the four states visited reported that SSOs had not given any advice on supporting children with disabilities. The headteacher of Ojuwoye Community School in Lagos reported that SSO visits tended to be frustrating, as advice was focused on the condition of classrooms, and did not provide any information to help him support his student population of 50% children with disabilities.

In all states, ESSPIN training was reported by multiple stakeholders as focusing on delivering structured lesson plans in English literacy and numeracy, with clear targets for what students should be able to do by the end of each session and the end of

each term. Review of a selection of lesson plans showed that lesson plans are competency focused, with clear written and visual instructions for teachers in English.

When asked what types of changes ESSPIN has promoted in teaching, the responses of ESSPIN specialists and teachers were consistent. Both groups mentioned the use of lesson plans; review of lesson plans during school support officer visits; and use of group work. No other teacher development strategy was mentioned by teachers as having been supported through ESSPIN or school support officers.

When asked what they would do to help children who were struggling, teachers in Kano and Lagos mentioned that group work helped students share knowledge with each other. In that sense, group work can be an inclusive teaching strategy. Group work was observed during one of the school visits in Lagos and both the primary school and IQTE which were visited in Kaduna.

Using lesson plans, engaging children and encouraging group work would not normally be considered fully inclusive practice (see Section 2.2). Teachers interviewed did not report exposure to differentiated lesson planning.

Differentiation is addressed to an extent in the more recent set of lesson plans produced by ESSPIN, for Grades 4 to 6. In these plans, teachers are given weekly and termly targets for average students, advanced students, and below average students. Teachers are asked to test a small group of students at the end of each session against these standards. However, if students do not meet these targets, little information is given to teachers on alternative teaching strategies, other than repeating the content. The earlier set of Grade 1-3 lesson plans do not focus on differentiation.

Head teachers interviewed were confident that they could advise teachers on how to support children who were struggling, and the head teacher in Mariri School, Kano felt that he had been supported well by ESSPIN in this.

When asked what training or other support they would like, teachers in focus groups in all states said they needed sign language training, Braille training and curriculum adaptation training to help them support children with disabilities in school. (It was not possible to tell how far this may have been prompted by previous discussion on how to support children who were struggling). All teacher groups requested more support on teaching computers.

Focus group discussion with children in schools frequently revealed that teachers 'flogged' children, and these concerns were raised with teachers and head teachers during each visit. The exception was Kaduna's Kajuru LGEA school, where co-ordination between state and local government resulted in an IE policy which explicitly banned corporal punishment, and good communication of that to SBMCs. When challenged about corporal punishment, most teachers and head teachers responded along the lines that 'ESSPIN asked us to get rid of our canes', but said they had not had specific training on how to control children's behaviour without corporal punishment.

'We need to flog the children to stop them doing dangerous things like climbing trees'
Head teacher, Enugu

5.2 Results of observation: how inclusive were school environments?

Four mathematics classes, four social studies classes and three English classes were observed for ten minutes each, ranging from Grade 2 to 6. Two early childhood literacy classes were observed. Five sign-language medium classes were also observed; two in Gobirawa school, Kano, one in Kajuru School, Kaduna, one in Ojuwoye School, Lagos, and one in Maryland IE School, Lagos. One mainstream class which used a sign language interpreter was also observed in Ojuwoye School, Lagos.

5.2.1 Did teachers use skills prioritised by ESSPIN?

Lesson observation revealed quite different approaches in each of the four states visited, although there were several common features which indicated a reasonable level of teacher competence. In all schools, teachers appeared to be working to a coherent lesson plan, with introduction, reinforcement and progression of ideas. All teachers made an effort to be engaging and hold the attention of their pupils.

The level of lessons varied – weaker teachers focused more on introducing and practicing quite simple concepts for a long time, while stronger ones were able to build concepts on top of each other to progress faster.

Teachers in Enugu, Lagos and Kaduna showed good use of group work and more participatory arrangement of children's seats. This included the IQTE visited in

Kaduna. In Maryland LGEA School, Lagos, which was a high-achieving school that had recently won state competitions, group work was observed to be a staple of how the school operated.

5.2.2 Did teachers include all children in the class?

Most teachers were weakest on the reinforcement and progression elements of the lesson, which is crucial to ensuring that all students are following. Most teachers did not get children to come up with examples of a particular structure or concept, instead listing examples and asking the class to repeat them – not all of which were accurate. However, a few showed stronger skills in this area.

These stronger teachers also tended to show more awareness of when children were struggling with the English medium, which was a commonly observed issue. It was frequently noted that teachers would introduce content in English, and then explain in local language when it was clear that most students didn't understand. About one-third to one-half of students in most classes showed signs of confusion or struggling to comprehend when English was being used, while the vast majority of students showed signs of full engagement when local language was used.

In the mathematics classes observed, three out of four teachers progressed at a fast pace without checking to see that all the class was following. Although teachers asked questions to check understanding, correct answers were taken from the stronger students, and clarification was generally not evident. While these lessons were lively and clearly enjoyable for some of the class, a significant portion of students were not engaged.

Only one mathematics teacher turned round from writing on the board, engaged a range of students, and conducted group work (in Kajuru School, Kaduna). Several children in the school had already identified him as their favourite teacher, saying that he helped all of them understand and explained everything clearly. Teachers of other subjects seemed better at engaging with all students by asking questions, but there was a common tendency to talk to the board at times.

Although it was observed that adults tended to ask boys more often for input in group discussions, all teachers asked girls plenty of questions, asked girls to demonstrate at the board, and made sure girls were not relegated to the back of the class. All stakeholders were very aware of the need to encourage girls' education and

retention, and to treat boys and girls equally. No children or adults stated (when asked) that teachers treated girls differently.

5.2.3 Physical environment

Classrooms generally offered reasonable light and airflow, with the exception of the schools visited in Enugu. These had major problems with small windows, and shutters that were in such poor repair they had to be kept closed. Enugu schools also used incomplete dividing walls between classes. This caused problems of noise coming in from other classes.

Enugu and Lagos schools were relatively well supplied with textbooks and reading materials. The Colliery School in Enugu had a good library, with library periods timetabled and opportunities for children to read in their breaks. Neko Uno School in Enugu also allowed children to take textbooks home during termtime, although it had fewer text resources.

Schools in Kano and Kaduna did not have enough furniture for the children attending. Where seats were available they had back support and desks in all states. Textbooks and writing materials also appeared to be in short supply in Kano and Kaduna.

All schools in Kano and Kaduna except the IQTE centre were able to show either state-installed or ESSPIN-provided latrines which were functioning, gender segregated, safely situated, kept clean, accessible with ramps, and available for children's use. This was consistent with previous review visits to primary schools in Jigawa (ESSPIN 2014a).

Photo: new latrines installed with ESSPIN support in Gobirawa School, Kano.

In Enugu, one school had no toilet, other than a two-compartment urinal constructed out of corrugated iron by the women's committee to help menstruating girls attend school. In the other, a Western toilet had been installed, but was not functioning

because it had no water supply. It would not have been accessible to a child with mobility problems in any case. In Lagos, both schools had one or two Western toilets which were available and functioning, but ramps were not in place.

In Kwara, visits for the SBMC Review in 2014 revealed poor government provision of school toilets. This was reported by ESSPIN staff to have improved recently, with new government schools and rehabilitation projects including accessible toilets in their designs as a result of the inclusive education policy.

5.3 Positive teacher attitudes

Almost all teachers interviewed were able to come up with their own strategies for supporting children who may be struggling at school, or children with disabilities. Teachers in all states suggested spending extra time during and after class with children who were making slow progress, and seating visually or hearing impaired children at the front of the class. Several teachers suggested using alternative testing methods to assess students with special needs, and giving slower learners more opportunities to practice. This thinking is generally considered a strong foundation for building up more ambitious inclusive teaching skills among teachers (Stubbs, 2008).

Only one teacher (in Enugu) said that children with significant disabilities should be in special schools, and that therefore teachers in local schools didn't need to know how to support them.

It was notable that, despite large class sizes being raised in discussion as an obstacle to quality teaching, no teacher or head teacher suggested that children with disabilities should be kept at home awaiting a special school place. This contrasted with similar reviews in other countries, where teachers in far better-resourced schools have suggested that disabled children stay out of local schools until conditions improve (UNICEF 2015). Teachers in all schools also reported that parents were not hostile towards the inclusion of disabled children.

Gobirawa School in Kano (a mainstream school with a focus on disability) had 13,000 students, operating in morning and afternoon shifts. Teachers, students and SBMC members at Gobirawa all expressed supportive attitudes towards the inclusion of children with disabilities, despite the pressure on teachers and infrastructure of such high student numbers.

These discussions suggested that attitudes towards difference and disability among teachers were generally positive, and that teachers' views were in harmony with state policies on inclusive education. This was despite several teachers not being aware of state inclusive education policies.

Teachers in the most inclusive schools (Kajuru school in Kaduna, and Ojuwoye School in Lagos) reflected the ethos of the school by encouraging students to be friendly and overcome difference.

Have your teachers ever said anything about how you should treat someone if they are disabled or look different to you? Yes – they tell us to be friends with them. *Children's Committee member in Kajuru LGEA School, Kaduna.*

Participants at IE workshops did report that some headteachers in JSS were excluding children with disabilities, for example in Lagos. Workshop groups in Enugu, Lagos and Kaduna identified a need to do more awareness raising with JSS on the rights of children with disabilities to access secondary school under state IE policies, as well as a need to make sure that primary schools in remote areas were aware of policy implications.

Teaching tips: inclusion strategies which teachers can be advised on

In line with the approach of offering constructive interactions and support to review participants (see Section 2), suggestions were made in response to teaching issues identified during school visits.

The reviewer suggested that it would be easier for children to understand if local language was used first to introduce or explain ideas, with the relevant English then being deployed. Then children can link English vocabulary back to the ideas they have just absorbed through mother tongue, strengthening their understanding of English.

The reviewer advised teachers in Enugu that an Albino child should be allowed to wear long sleeves and trousers to avoid skin damage from the sun, as well as a hat. This was based on information shared in Kaduna.

The reviewer also advised several teachers to drop their habit of speaking while facing the board, so that any children with hearing problems could lipread.

In Ojuwoye school, a teacher working with blind and hearing impaired children was advised that she could give the blind student counters to feel during arithmetic demonstrations.

The reviewer also passed on the strategy used in Kaduna, by the NGO-run Demonstration School for Deaf Children (DSDC). Everything, such as walls, chairs, windows, was identified with taped-on labels. This boosts language in hearing-impaired children, who without access to sign language will have had very little language development before starting school.

These types of changes are quite simple to implement. Strategies like this can be shared among teachers through training or discussion sessions within the SSO/SSIT structure which ESSPIN has set up. The challenge is in bringing useful tips, often based on experience, into the teacher development structure. As ESSPIN already has good relationships with IE experts in special schools and internationally through EENET, a relatively amount of effort would have been needed to bring in sources of information and advice. It was recommended that the SUBEB IE and Gender Desk Officer set up a formal link with the Head of the Kaduna Deaf School (DSDC), so that SSOs could raise inclusive teaching challenges which could be passed on for advice.

5.4 Could ESSPIN have done more to foster inclusive teaching?

When asked whether differentiation and responding to disability are promoted by ESSPIN teacher training and lesson plans, specialists responded that discussion of differentiation and disability strategies has been happening in recent SSIT and SSO trainings supported by ESSPIN. This has been in response to reported demand from teachers, particularly in areas where SBMCs have been bringing more children with disabilities into school.

ESSPIN's main inclusive teaching expert felt that ESSPIN had not focused on specific disability techniques at an early enough point to meet demand for teaching support on disability. This may be because differentiated teaching is represented as a 'higher order skill' teaching strategy in ESSPIN's programme framework and in the SSO report system.

"One of the trainings we have is on all-inclusive approaches. Teachers do try their best to ensure children are comfortable. ... Teachers often don't have capacities like sign language. It would be good if our materials could chip in more ways in which children with disabilities/special needs can be supported by teachers."
Teaching specialist, ESSPIN Kano

Teaching experts within ESSPIN expressed concern not to overload teachers with unrealistically high expectations, and to establish a teacher supervision system which creates widespread basic conditions for better teaching. ESSPIN's Inclusive Education Approach Paper (2013) refers to efforts being made in training SSOs to help teachers manage children's behaviour, use gender balanced questioning, and focus on all the children in the classroom rather than the most responsive or more academically able. This was intended to address the situation perceived at the beginning of the programme: *"At the beginning of ESSPIN programme, if you happened to pass by a Nigerian classroom, the sound you would hear was of pupils chanting and chorusing answers repetitively. If you heard nothing, then pupils would be copying work from a chalkboard that the teacher had copied from the textbook. Pupils were taught en masse, and rarely seen as individuals with different needs."* (Extract from ESSPIN IE Approach Paper, 2013.)
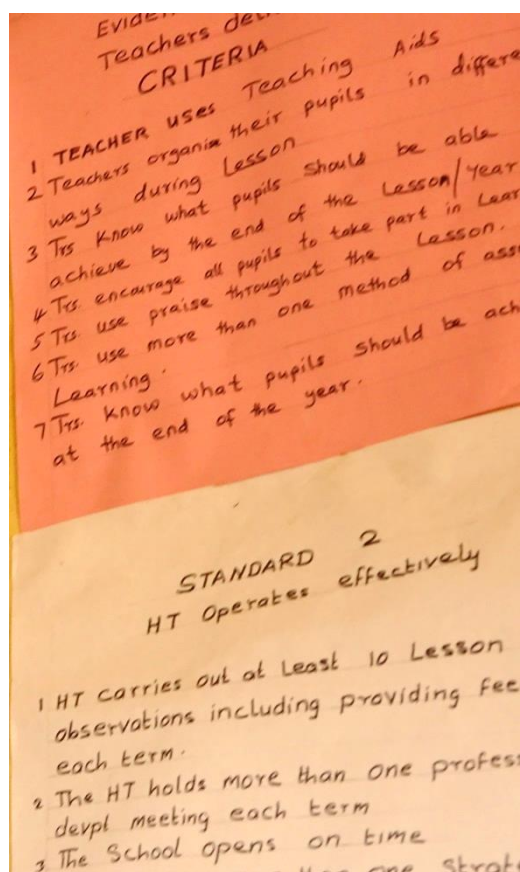
Observation of lessons confirmed that a good proportion of teachers in ESSPIN-supported schools were able to use strategies to balance between girls and boys, and keep many children in the class engaged. This engagement was, however, significantly undermined by not operating in local language (see section 5.2.2). Behaviour management support in the schools visited had not translated into prevention of corporal punishment (section 5.1).

Similar indications of improvement in key basic areas are evidenced in ESSPIN's most recent Composite Survey, which found that 'the poorest children are benefiting disproportionately from ESSPIN'... and 'teachers who have had ESSPIN training are more spatially inclusive than those

Photo: teaching standards in headteacher's office (Colliery Primary School, Enugu)

who have not' (spatial inclusiveness means whether teachers engage with children in all parts of a classroom) (Aboki, De, Kola and Ross, 2015).

Given the progress which has been seen, what does it mean that ESSPIN has not focused on disability or on other barriers, such as linguistic exclusion? The main conclusion is that ESSPIN could have achieved more if disability and language had been incorporated into teacher development from the beginning of the programme, as they were in SBMC and CSO development work. This would have met the demand apparent in community, policy and civil society circles (see Section 4). These gaps appear to have been down to limitations in the design of this element of the programme, rather than ESSPIN being prevented from delivering fully inclusive approaches.

What is the difference in design between ESSPIN's teacher development approach and a fully inclusive education programme? In programmes designed to fully focus on inclusive education, basic differentiation strategies are introduced from the beginning as a fundamental part of the package which teachers are supported to cover. Teachers are offered training in individual assessment, adapting lesson plans for the needs of specific groups of children, and in using Individual education plans (IEPs) for pupils with disabilities and other special needs. Teachers often receive training in supporting children with specific issues such as visual and hearing impairments, for example by introducing basic sign language and Braille into their general classroom teaching as needed. Emphasising teacher training and lesson delivery in local language is also a common feature, as well as prioritising gender equity, child protection, and responsiveness to communities and parents.

Such teacher development programmes have been successfully implemented in a range of resource-poor and crisis affected settings (Stubbs, 2008; Mayiga, McConkey, & Myezwa, 2014; DFID, 2010). None of these interventions (differentiation strategies; disability-specific skills; individual assessment and IEPs; training and teaching in local language) was evident in ESSPIN's general teacher development approach during this review, either in design, from stakeholder accounts, or in observed teaching practice.

Despite ESSPIN not having a disability focus in its main teacher development work, two pilot schemes within ESSPIN have explored strategies for building teachers' skills in different areas of disability-inclusive teaching. These pilots have focused on differentiation and building teachers' capacities to engage with children who have

specific impairments, such as visual, hearing and mobility challenges. The pilots have been well-received and there is enthusiasm for doing more. However, IEPs and teaching in local language have not yet been addressed within ESSPIN's teacher development efforts.

5.4.1. Disability training for mainstream school teachers in Kaduna

With ESSPIN support, a structure for building the disability skills and focus of mainstream school teachers has been successfully piloted. Seven teachers in inclusive mainstream schools in each LGEA were selected for training, based on their motivation and positive attitude towards children. The head of the Kaduna school for the Deaf (an internationally supported NGO school) delivered a four-day disability-inclusive practice training course to these teachers, assisted by hearing and visual impairment experts from the school.

The training covered attitudes to disability, enabling teachers to express their worries about being asked to teach disabled children, and building their confidence to work with disability. Teachers were also trained in using sign language, Braille, and active learning techniques to engage a range of learners.

When trainees went back to their schools, they were set up as focus teachers for a particular area of disability, in addition to their normal duties. In Kajuru school, one teacher focused on physical mobility, monitoring the participation, feelings, and safety of children with mobility issues and advising teachers and children on how to support them better. Another teacher, an itinerant teacher already in place in Kajuru through a previous Sightsavers scheme, focused on visual impairment. After the morning's lessons had concluded, he visited blind students and reviewed that day's lessons with them using a Braille kit.

Four teachers focused on hearing impairment. They supported the learning of hearing impaired children using sign language, and also taught sign language to entire classes. This enabled children to communicate with each other.

Photo: sign language lesson in a crowded classroom in Kajuru School, Kaduna.

The dynamism and enthusiasm of this group of teachers was very clear on observation of lessons, and, only three months after the teacher training, most children were clearly able to use basic sign language. One girl reported that she helped her hearing impaired friend to catch up on lessons after school, through using sign language.

The mix of sign language, disability and inclusion awareness, Braille and other strategies to support disabled children in school appears to have been very relevant to the types of support needs teachers were facing in mainstream schools. While there is no manual for the training done in Kaduna, it would be possible to record another training session on video in order to share it more widely.

5.4.2 . Linking special school and mainstream teaching in Kwara
In Kwara, four SSIT members were trained and mentored over a year together with teachers from state level special schools and teachers from mainstream schools who have children with disabilities in their classes. The training covered basic practice in learner centred and differentiated teaching, as well as some information on different types of disability. SSIT members visited special schools and saw the teaching techniques used, and discussed the implications for broader teaching practice in follow-up workshops. For example, during one special school visit the team realised that deaf children could not be served by existing ESSPIN lesson plans which focused on sounds of letters. In the follow-up workshop the group came up with the idea of adapting the lesson plans to introduce letters and signs.

Participants in the process stated that initial school support visits showed that most mainstream teachers struggled to apply the principles of needs based learning to the special needs pupils in their classrooms. However, this improved as the programme continued. Head teachers' attitudes also changed toward accepting special needs pupils in their schools, and their support to teachers to deliver inclusive lessons improved.

Seeing children with disabilities learning in special schools made a strong impression on the SSIT members, particularly for children with intellectual disabilities who they would have considered 'ineducable'.

Internal reports of the scheme stated that the special school teachers have built their capacity in using different types of teaching methods, and are more aware of the need to organize their learners in different ways to be able to meet the needs of all pupils.

The SSIT members are now working to advise SSOs in their LGEAs about how to better support teachers working with children with disabilities, and how to work more effectively with special schools. They will stay for a year longer than planned in that LGEA to provide more continuity, and have also advised SUBEB on teacher development needs around disability.

5.5 Boosting retention for girls

Discussion with teachers and SUBEB officials in Kano and Enugu revealed that older girls suffer pressure to stay out of school once families are used to their labour being available. In Enugu, this was visible during the first week of term, when a visit to Colliery Primary School showed very few girls present, despite the Women's Committee offering prizes for children who come back on time. Discussion indicated that when families need children's labour, it is girls that are expected to drop school to provide it.

In Kano, ESSPIN has developed a summer school programme for girls, in response to concerns about girls dropping out of school in upper primary by not returning after the long summer break. The aim of the Summer Camp Academy was to boost girls' learning, helping them catch up with any gaps, and to promote transition into the subsequent school year by keeping girls engaged with education. Selection criteria include supportive parents. Teachers are selected from model primary schools, who have attended ESSPIN/SSIT literacy and numeracy training. Classes run Monday to Thursday for four hours a day.

ESSPIN provided experts to design the scheme and mentor SUBEB to run it. SUBEB's ECCD and girls' education desk officer is the organising Secretary for summer camps, working to a committee in School Services which co-ordinates with the Director of Social Mobilisation. GPE will continue institutional support to the initiative, including monitoring the progress of girls who attend. Last year's summer camp attendees were just about to sit the common entrance examination for secondary school, and their progress will be monitored up to JSS3. Coaching and additional learning support will likely be provided during this time.

2015's pilot was successful, with more than 9000 girls attending training. The scheme has been extended in 2016, targeting more than 10000 girls. However, challenges reported by SUBEB from 2015 included girls having to spend scarce money on travelling a long way to reach the school where summer classes take place. Some

parents hired a bus to convey girls back and forth. Similarly, pupils depend on parents to give them money for food and drink. Presumably this, combined with the selection criteria, means that the most marginalised girls will not get the opportunity. Nevertheless, the scheme offers a good chance of boosting the educational progress of girls whose families might otherwise prioritise their education less.

Distribution of school uniforms and sanitary materials was piloted with ESSPIN funding in 90 Jigawa schools in 2015. The initiative has been so popular that the state government is now rolling it out to a further 10 schools per LGEA.

5.6 Developing quality teaching in IQTEs

ESSPIN has provided teacher training and materials for IQTEs in Kano, Kaduna and Jigawa to help with state efforts to integrate Almajiri street boys into quality basic education. Training is delivered every three months for teachers without standard qualifications, based on an adapted curriculum which focuses on engaging, student-centred lessons.

ESSPIN has supported IQTEs in Kano, Jigawa and Kaduna, providing materials, training and teacher allowances. In Kaduna, ESSPIN has reached 9 LGEAs, establishing 192 IQTE centres and extending teacher training to other IQTE centres supported by SUBEB, totalling 222 schools reached. The Director of School Services reported that SUBEB is now trying to sustain the centres funded by ESSPIN, and has requested budget for them after ESSPIN closes.

The state has a policy for Almajiri education which says that SUBEB will select Almajiri schools and support them with infrastructure, instructional materials and teachers. That will be starting. This represents a shift from previous state efforts to support boarding Almajiri schools, which did not lead to benefits for many Almajiri children. SUBEB officials reported that state leadership is now keen for government support to be school based, 'like the ESSPIN approach'.

At the IQTE centre visited, several qualified teachers were present, delivering good quality lessons using active, learner-centred methods with plenty of group work. One teacher was unqualified and was receiving regular ESSPIN training. Unfortunately, her lesson was of a visibly lower standard than that of the qualified teachers, focused on reading from the board in English and repeated requests for the class to recite the

same block of text. It was not possible to interview her and find out whether she had found the ESSPIN training useful.

One girl with disabilities, Shafira, was present at the IQTE centre, and said that she was supported well despite most students being male. The two (qualified) teachers interviewed described giving another child with visual impairments flash cards to help him identify letters and numbers, and holding his hand to help him trace letters. *"We do the same with Shafira, and now she can copy from the board – she can read the alphabet count to 50."*

In ESSPIN training which they had attended, the teachers had received support on using a child centred approach, helping pupils with problems, and using groupwork. The issue of group work not being used so often in mainstream schools was discussed, and it was felt that class sizes were too large (and classrooms too small) for group work.

Children at the IQTE centre reported that several of their teachers were very good, but one beats students regularly. This was reported to two of the teachers, who expressed serious concern and said that they would talk to the teacher.

The main barrier to quality education for the IQTE students was that they reported spending several hours each day begging for their living costs. If they fall short, the Mallam helps with their needs.) Donations used to be provided by parents, but in this IQTE school, most parents had put their children into the school both for an Islamic education and to reduce the financial burden of childcare on the family. The Mallam of the IQTE centre reported that donations were few.

The Mallam raised several issues which were subsequently passed on to SMOE representatives. The main challenge he saw with delivering state policy on Almajiri education was that government support, even when delivered, would not include headteacher salaries. This made it more difficult to incentivise IQTE proprietors to take on the extra work of adopting integrated education and work with SUBEB.

5.7 Supporting nomadic schools

In Jigawa, ESSPIN Challenge Fund resources were spent on developing education services for nomadic communities in remote areas. Starting from an initial 40 community-run schools, 90 schools have now been improved and rehabilitated. ESSPIN has provided training in child-centred techniques for teachers from nomadic

communities, using materials developed for IQTE teachers. ESSPIN has also paid teacher allowances and trained community management committees. 40 schools have received early childhood materials and teacher training, so that younger children can be included. Over 16,000 children have been included in education through this initiative (ESSPIN, 2014b). Disability inclusion was not strongly in evidence in nomadic schools.

30 of the original 40 schools are now fully supported by government, managed by the State Agency for Nomadic Education (SANE). SANE zonal and local government coordinators have also been trained to provide monitoring visits to nomadic schools. Government has now released 4.1 million Naira for materials to the 90 nomadic schools, indicating that increasing quality and oversight of nomadic education is now a higher priority.

There is concern that nomadic education work in Jigawa will not be sustainable because there is not yet a clear budget allocation or payment mechanism for teacher salaries in nomadic schools. The State Agency for Nomadic Education has a small budget and funds some teachers, while others are volunteers paid by community stipends. There is potentially huge demand for expanding schools further in nomadic areas, where children are out of school primarily because of a lack of schools close enough to home, most of whom are settled (Nomadic education review 2014). It is therefore unclear why SUBEB does not transfer some of its teaching budget to SANE, or take on more responsibility for funding nomadic education. ESSPIN's final few months may allow it to facilitate dialogue at state level to untangle the issues of sustainably financing nomadic education.

5.8 Other initiatives for inclusive teaching

Outside of ESSPIN's efforts, several initiatives in ESSPIN states to promote inclusive teaching with a focus on disability were reported. In Lagos, Kano and Enugu, SUBEB has organised training for teachers on special educational needs techniques. These trainings were reported by SUBEB interviewees as a consequence of adopting inclusive education policies. The numbers of teachers reached have been relatively small so far: for example, in Kano, the state government sent 44 teachers, one from each LGEA, to study special education. They will step down the training in their LGEAs.

Several teachers interviewed had received training on disability and special educational needs during their formal teacher training, and teachers of 'special classes' within mainstream schools all had qualifications in special educational needs teaching.

In Kano and Lagos, inclusive education for children with disabilities has been taking place in certain schools for some time with support from state government. The assistant head of Gobirawa School, Mr Ibrahim, reported that the school had been enrolling disabled children for at least nine years. The school leadership had decided to do this because there was no other school in the area for children with disabilities and children were left at home. Then, 'the ladies went to find the kids'. This was a reference to the women's committee (see Section 4.2), suggesting that ESSPIN's work was able to support inclusion efforts indirectly.

Once more children with disabilities came to school, the LGEA supported it actively, providing instructional materials such as Braille dictionaries and building two extra classroom blocks. Some teachers from the school underwent a programme of specialised training with support from government, and got their B.Ed in special education. Those teachers work directly with the children. A similar story was reported in Mariri.

Deaf teachers in Kano

In Gobirawa School, a Deaf teacher led the delivery of sign-language medium classes to 40 hearing impaired students. These classes have been in place long enough that some graduates are now pursuing their National Certificate in Education (NCE). Five hearing impaired students transferred to JSS last year.

Two teachers with special education training had been allocated to the school by SUBEB, and two volunteer Deaf teachers had been funded by the school and community, although there were difficulties sustaining their payment without government help. SUBEB had then provided funding for them to train for their NCE. The senior Deaf teacher, had trained the assistant head in sign language, and regularly trained teachers to use sign language at weekends on a voluntary basis.

A training college for Deaf teachers in Jos was mentioned, which may be one source of more trained Deaf teachers in the north. This resource did not appear to be available in Enugu and Lagos.

Photo: sign-medium teaching of hearing impaired children in Gobirawa School, Kano

In Lagos, inclusive local schools have been rolled out since 2006 under a state policy aim to bring education for disabled children out of separate schools. While five boarding special schools remain, there is one or two inclusive local schools in each LGEA, totalling 31. The state inclusive education committee reported regularly visiting these schools to monitor and improve them.

Inclusive local schools in Lagos welcome children with disabilities as well as non-disabled children, and have teachers with training in SEN and links with special schools for advice and materials. Children with disabilities are educated in separate classes until it is considered possible for them to join mainstream classes in the same school. At this point, if they need support such as sign language interpretation, special teachers follow students into their mainstream classes to support them.

This was observed in Ojuwoye School, Lagos, where several children with hearing impairments and other disabilities were in mainstream classes, and appeared engaged in activities. The dilapidated conditions of the mainstream classrooms were making it difficult to attract non-disabled children to the school. However, rehabilitation was planned for the summer break.

"Before I used to be afraid of disabled children, but now I'm not – because we are in the same school."

Student at Ojuwoye School, Lagos

It was noted that the second local IE school visited (in Maryland, Lagos), did not appear to have any non-disabled children present. Although children could use the same playground as non-disabled children in the neighbouring mainstream school, there was no evidence of this happening on the day of the visit. Children from the 'IE' school remained inside. Conversely, no children with disabilities appeared to be in the neighbouring mainstream school. This suggests that having a school for disabled children close by may encourage children with disabilities to be segregated into the 'inclusive' school. It may be that greater monitoring and incentives are needed to promote genuine integration between disabled and non-disabled children in local IE schools in Lagos.

Multi-medium teaching for disabled children in Lagos

In Ojuwoye school, a teacher with a SEN diploma was observed using sign and verbal language to teach a multi-age group of students with visual, hearing, and learning disabilities. Students were kept well engaged with varied activities and plenty of participation. More tactile aids could have been provided for a blind student (to help count along with maths activities, for example), but in general this was an example of how a wide range of high level needs can be catered for. The teacher had a degree in special education and was fluent in sign language.

Co-teaching in large classes

In Kaduna, teachers in the two primary schools visited had turned increased classes into a strategy with benefits for inclusion. Classes were combined into two, as there were no longer enough classrooms to hold each class separately. Teachers worked in partnership, with one at the front delivering lesson content and another moving around the room. This teacher organised group activities, helped individual students with understanding, and made sure that all students were taking part. This helped the teacher at the front to keep students engaged in the flow of instructional input, while encouraging focus on individual students' needs.

This approach appeared to work well in combined classes of up to about 100. Unfortunately, in Kano, the individual classes observed were often over 100. Co-teaching in groups of 200 or more would have been challenging, particularly as space crowding would have been severe. With a larger space, the approach may have been possible.

Co-teaching large classes can be a useful strategy for delivering more inclusive and child-centred teaching in settings where infrastructure and teachers are stretched.

Photo: children with and without disabilities engaged in mainstream maths lesson, Ojuwoye School, Lagos

5.9 Teaching challenges: meeting the needs of children with severe learning disabilities

There was cause for both celebration and concern around teaching in Ojuwoye IE School, Lagos. Because the head teacher, SBMC and Women's Committee had done so well in bringing children with disabilities into school (see Section 3.2), about twenty children and teenagers with multiple intellectual and physical disabilities, were being supervised by two teachers in two almost bare classrooms. This was in stark contrast to the colourful and engaging environment in the neighbouring classroom, where children with sensory impairments and less complex disabilities were receiving good quality teaching.

A few girls were engaged in practical tasks like washing up, and it was reported that when local people with relevant skills were available, the vocational equipment in the school was used to train these children. But these children were referred to as 'the ineducable class'. There appeared to be an assumption that they could not learn the main curriculum.

The lack of stimulation available for these children and young people was clearly a factor in the difficulties teachers were having controlling their behaviour. Boys were fighting, some students were moving around without occupation, and there was a tense atmosphere. When this was discussed with the head teacher and the Women's Committee, it was suggested that simple toys and games should be mobilised from the community. There were concerns that these would get damaged or worn out, but it was agreed that students needed stimulation and occupation.

This strategy of conducting special classes for children with some types of disability, and practical activities for others, appeared linked to the approach used in the state special school, which offered a range of practical and vocational activities in well-equipped workshops and labs. Less attention appeared to have been paid to helping children with learning disabilities access the academic curriculum to the best of their abilities. Individual education plans, which would often be seen as a key tool for adapting progress through the curriculum for a non-standard learner, were not in use. Although the head teacher of Ojuwoye School had had visits and advice from special school teachers, there did not seem to be identifiable capacity in the state to help teachers take children with major learning disabilities through a curriculum.

The head teacher was keen to raise resources for a sensory stimulation room, similar to one seen at the nearest special school. This would be an excellent resource, even a much lower-cost version than the special school's facility – particularly as having one in each of the inclusive local schools in Lagos would reach far more children.

When this issue was raised at the Lagos IE workshop, participants said, '*Yes, we need support on curriculum adaptation*'. Participants at IE workshops in Kaduna and Enugu had also raised this need. There is substantial expertise in a range of countries on individualised academic learning for children with significant learning disabilities, both in the North and in the South. Discussions with the Chair of the Lagos IE Committee indicated that the British Council's exchange scheme for teachers could be one way to tap into this.

Discussions in Kaduna revealed that IE specialists within SUBEB were not aware that children with Down's Syndrome and similar conditions were 'educable' (although they were open to information about the increasing life expectancy, academic and career achievements of people with Down's Syndrome in other countries). There may be assumptions among many people that children with complex physical and mental disabilities are not actually included in the category 'children with disabilities

who should attend school'.

In other states, if IE policies take root and government continues with efforts to bring children with disabilities into school, patterns of attendance may start to look more like Ojuwoye school. This will make it important to prepare inclusive schools with the technical support and human resource capacity needed to help children with complex needs progress through education.

6. System strengthening and inclusive policies

Excluded groups targeted: the poorest children, girls, children with disabilities and health problems.

6.1 Policy development at state level

ESSPIN was consistently reported by SUBEB staff, SMoE representatives, and CSO staff as playing a central role in getting inclusive education policy in place. In all states, ESSPIN was recognised for helping IE committees form and work together, following up on planned activities, developing policy and getting it approved. ESSPIN organised community engagement to bring local voices to higher levels in order to show demand for inclusive education policy.

Inclusive education policies were confirmed to be in place in four states, with an inclusive education strategy being developed in Jigawa (several inclusion policies already exist, but a clear delivery plan is not yet in place). In Kano, the IE policy was awaiting approval by the Commissioner. Lagos's IE policy had been in place since 2007, but a more comprehensive policy was developed with ESSPIN help, and has become part of state legislation.

Policy/strategy development in Jigawa

ESSPIN helped set up a task committee with three components – inclusion/disability, girls' education and IQTE. Three working groups were developed, with relevant stakeholders. For example, nomadic group representatives took part in the girls' education group.

ESSPIN then set up a week-long consultation process with three people from each working group to develop the strategy. This included a visit to Kano to exchange experience. A further five days were taken for document review and drafting with support from ESSPIN's inclusive education policy expert, who edited the strategy document.

The committee then convened to share and finalise the document. After this, the committee then took it to the Commissioner for Education, who approved it.

> *"The strategy will be a framework for the IE Committee to use to get action across budget, MTSS and Annual School Census. It will be possible to set targets and monitoring up to address inclusion. It will be possible to ensure that these commitments are included in GPE plans and funding."* ESSPIN Access & Equity specialist, Jigawa.

Stakeholders in each state reported a similar process of ESSPIN support for policy development. CSO, SUBEB and SMOE interviewees were able to express the main intent and emphasis of their IE policy or strategy in each state, and to cite examples of efforts government had made to deliver against the policy. In Lagos, the IE policy had become law, and efforts were reported to be under way in Kwara to establish the IE policy in law. Stakeholders explained that once such policies become state law, they must be supported by successive governments and will be much more likely to 'become part of our education system' (ESSPIN Access & Equity Specialist, Kwara).

State policies developed with ESSPIN support were generally practical and outlined clear responsibilities for schools, SUBEB departments and SMoE, as well as other ministries and departments. Different emphasis was found in different states: for example, in Kaduna, State IE policy now mandates that Albino children should be exempted from school uniform rules to allow covering up to protect from the sun.

6.1.1. Commitment to inclusive education

It was clear from discussions with senior officials that enthusiasm and support for inclusive education was strong in Kano, Jigawa, Kaduna, and Lagos. Capacity to develop and deliver on new policy was severely constrained in Kano by lack of overall resources in the state and the relatively recent timeline of ESSPIN support for IE policy. Emphasis in Jigawa was more firmly on girls' education and poverty and ethnicity issues than on disability, although disability was receiving attention.

Enugu's and Kwara's efforts to promote IE policy were much stronger in the CSO and medium levels of government than at higher levels, where awareness and interest in IE was lower. More challenges with basic resourcing of a quality, equitable education system were apparent in these states. The economic downturn was widely reported in interviews to be damaging attempts to strengthen education, and increased support from development partners were seen as the only solution.

Kaduna's progress on IE policy development, capacity building, accountability and monitoring was strong, and the state holds several examples of good practice that can be shared with other states looking to see how inclusive education can be delivered. However, recent changes in government and lack of awareness of this progress among the highest levels were reported to be a major risk to the sustainability of progress in Kaduna. Sharing the contributions made in Kaduna to inclusive education (and to Nigeria's progress against the UN Convention on the Rights of Persons with Disabilities) should be prioritised.

Consensus from interviews and workshops was that in the majority of primary schools, it was now understood that disabled children should be encouraged to attend their local school. Participants felt that this had been strengthened by awareness raising initiatives which IE Committees had mobilised around the IE policies.

6.2 Policy development at federal level

Building on the success of policy development at State level, in 2016 ESSPIN offered technical advice to the FMoE in developing a new federal inclusive education policy. Previous policy focused on special educational needs and only focused on disability, rather than expressing Nigeria's commitments to inclusive education in line with its ratification of the UN Convention on the Rights of Persons with Disabilities (UNESCO, 2015).

Following a similar process to state policy development, key officials from SMOE and SUBEB were brought together for an initial consultative workshop. A policy document was drafted and further expert input was sought. Once a reasonably strong first draft was produced, the document was circulated at a wider meeting involving several Ministries, UBEC departments and CSOs. Changes from this consultation were incorporated in preparation for a more formal dialogue in June 2016.

This is expected to lead to a finalised policy which will be circulated through the formal federal and state approval and discussion processes during 2016. It is hoped that the policy will be in place by 2017, although financial arrangements to support its implementation may not be secured in time for the 2017 financial year without ESSPIN to provide technical advice. It is hoped that the achievements captured by this review will be useful in helping states to identify how they can make practical progress against the new policy.

6.3 Annual School Census support

ESSPIN's technical support to Annual School Censuses has included helping SUBEB navigate disability in the Annual School Census. Several states showed interest in capturing the number of children with disabilities present when the ASC was taken, and ESSPIN has helped them to trial this. Concerns have arisen about how reliable such reporting of disability is, given that only children with visible disabilities are likely to be noticed by the teachers who report, but at least there has been some increase in visibility of disability in the ASC. ESSPIN and other development partners will need to continue to advise state EMIS teams on how best to interpret and use such data.

6.4 Out of school survey support

Four out of school surveys have been supported with ESSPIN funding and technical advice – in Jigawa, Enugu, Kano and Kaduna.

In Jigawa in 2014, ESSPIN helped SUBEB teams to come up with a strategy for capturing different types of Islamic and Quranic education. Children in recognised forms of IQTE education seen as providing basic education were counted as in school (in a separate category), and children in non-recognised Islamic education were counted as out of school. (ESSPIN, 2014a). This will enable much more realistic resource planning, and will help to highlight situations where poverty is driving parents to send children to Almajiri schools which relieve parents of children's living costs but do not provide quality education.

In Kaduna, the Out of School Survey was a key building block in developing an inclusive education policy:

"The first challenge was knowing the children who were really out of school let alone knowing the reason. ESSPIN supported 75% of the Out of School Survey. Then ESSPIN set up a committee to develop an IE policy, and advocacy and communication subcommittees worked on promoting the policy."
SUBEB IE and Gender Desk Officer, Kaduna

Enugu's Out of School Survey focuses on disability

In addition to providing ESSPIN technical support to establish a rigorous set of results, ESSPIN EMIS and Access & Equity specialists worked with SUBEB teams to focus analysis and reporting on additional vulnerable groups. As well as disaggregating results by gender and area, findings identified the number of children out of school because of (family-reported) disability or health issues. The total figure in this category made up 13% of out of school children (ESSPIN, 2015b), highlighting the need for better provision for disability inclusion and healthcare.

6.5 C-EMIS

In Jigawa and Kwara, ESSPIN provided funding and technical support over two years to pilot C-EMIS (community based education management information system) in which communities produce their own research to capture barriers to education experienced by marginalised groups. This data identified barriers keeping the poorest children out of school, such as levies used to patch gaps in school funding, and basic living costs forcing children into work or begging (ESSPIN 2015a). In Jigawa and Kwara, C-EMIS has been accepted for replication, although budget constraints are currently preventing a new phase of rollout.

Using the CGP and LGEA reporting system to target disability funds

In Kaduna, ESSPIN was recognised for assisting the Inclusive Education Committee to access funds from the UBEC Special Educational Needs Intervention Fund. This allowed two special schools to be built and substantial equipment such as wheelchairs to be purchased and distributed. One of the special schools will be piloted as inclusive, in the sense that both disabled and non-disabled children will be encouraged to attend.

Identifying accurate equipment needs to allow children with disabilities to go to school was vital to make sure the UBEC funds were appropriately targeted. This was done through the information system set up by ESSPIN between schools and social mobilisation officers in LGEAs, initially to report on SBMC activity (see Section 4.1).

Each head teacher was asked to list children with disabilities and what support they needed to attend school (such as crutches and wheelchairs). SMOs visited each

school with identified children and talked to the children to establish their needs. This list was then forwarded via the LGEA to the IE and Gender Desk Officer in SUBEB, who worked with colleagues and with ESSPIN advice to include a comprehensive list of equipment needs. ESSPIN initially funded two sets of wheelchairs in response to the data, and subsequently these equipment needs were included in the state workplan for UBEC SEN funding.

This led to far more effective and widespread distribution of equipment. While SBMCs have often raised funding for wheelchairs and similar equipment, they have not usually been able to meet all needs (ESSPIN, 2014a). It was clear in Kano's Gobirawa school that SBMCs were only able to raise funds for some children's wheelchairs, while other children interviewed reported crawling to school or being carried into the classroom by relatives and staying there until they could be carried out again.

The SMO for Kajuru LGEA school confirmed that all children in the LGEA had received equipment to enable them to get to school, and that no child had to crawl to school. All children with mobility problems interviewed in the school had equipment. The CGP reported that this was the case in other LGEAs in Kaduna.

When using SMO reporting to target equipment resources was shared with IE workshops in other states, there was interest in taking this approach up and accessing UBEC SEN funds more systematically. However, in some states it was not clear whether previous SEN funding from UBEC had been retired appropriately, which would put a block on future applications.

There was an opportunity to do something similar in Kano, where the headteacher in Mariri School had already produced a list of children with disabilities in the school:

PUPILS WITH DISABILITIES IN CURRENT YEAR 2016									
	PRI. 1		PRI. 2		PRI. 3		PRI. 4		PR
	M	F	M	F	M	F	M	F	M
ISUAL IMPAIRED	4	0	1	2	1	1		2	1
NG/SPEECH IMPAIRED	1			3	2	2	2		
CALLY CHALLENGED							1	2	

As GPE was preparing to support grants for school improvement through SBMCs against school development plans, it was recommended that ESSPIN train SBMCs to add a list of disability equipment needs to the school development plan, after checking with the children concerned.

6.6 Strengthening gender and inclusion oversight at LGEA level

ESSPIN's Output 2 specialists, focusing on institutional development at LGEA level, reported developing plans for reorienting existing gender desk officer roles more broadly towards inclusion. This chimes with efforts to support gender and inclusion desk officers within SUBEB.

For example, plans in Kaduna involve gender and inclusion desk officers reporting challenges and good practice up to heads of Social Mobilisation in LGEAs, who will send information to the gender and inclusion desk officer in Social Mobilisation at SUBEB level.

Discussions have involved how to avoid duplication in transport costs with SMOs visiting schools, and how to ensure that gender and inclusion desk officers can train and orient other staff at LGEA level, rather than setting up parallel relationships.

6.7 Integrating school sports for girls in Jigawa's education system

In Jigawa, ESSPIN funding has been used to pilot sports promotion in primary and secondary schools for girls. Girls had not had opportunities for physical activity and for the boost to self-esteem and agency that can come with participating in sport. After negotiations with government and religious leaders, competitions, training and awareness raising took place in three LGEAs in 2015. Sport for girls has now been introduced into most schools in all the 27 LGEAs. This has been enabled by training in sports for girls, provided by ESSPIN to sport desk officers in SMD based in all LGEAs. These desk officers work to bring sport back for girls in schools, and then monitor to make sure it continues. As a result of this initiative, 8,000 girls now play different sports in school – and for the first time Jigawa is sending girls to participate in sports at national level.

ESSPIN has produced a reporting template for sport desk officers in LGEAs to report back to SUBEB on sport for girls in the schools they visit. Desk officers will report back to the ES and Social Mobilisation at LGEA level, and these reports will go to the

SUBEB school sports coordinator. The girls' education working group in Jigawa, set up by ESSPIN under the IE task committee, has promoted girls' sport. The chairman of SUBEB has stated that the workplan for UBEC funding will include girls' sport, and that GPE funds will support girls' sport in Jigawa.

6.8 Capacity to use evidence for inclusive planning and resource allocation

Some concern arose around how well SUBEB is using data generated by the systems which are now in place.

SUBEB IE Desk Officers in several states mentioned having data from SMOs on the numbers of girls and children with disabilities brought into school through SBMC action. However, none were able to produce total figures. In Enugu, after a few requests from ESSPIN over two or three days, figures were given for the total number of children brought into school for 2015. But requests for the figures for girls and disabled children did not appear. Similarly, requests for these figures from other states were not met.

It should be noted that ESSPIN Access and Equity Specialists in each state have been able to get these top line figures from SUBEB when needed for ESSPIN reporting; the data is clearly available and retained by SUBEB, and SUBEB officers were regularly able to show individual SMO reports that they had been sent. However, the synthesis and use of this data – necessary for planning better support in response to larger numbers of excluded children coming into schools – is not apparently a routine task within SUBEB. Discussions with SUBEB's Social Mobilisation Department teams suggested that data analysis sits with the Department of Planning, Research and Statistics, despite ESSPIN's efforts to encourage SMD to produce their own synthesis of information on the needs of marginalised groups in education for passing on to DPRS and other departments.

In discussion during IE workshops, stakeholders were keen to fill some of these gaps through CSO research about the education support needs of communities and marginalised groups (see Section 4.3). When lack of data was mentioned, when asked what could be done about it, suggestions from government and civil society participants in all states focused on CSOs producing more research through their visits to schools. This can be seen as an indication that ESSPIN's efforts to build CSO capacity for evidence based advocacy have taken root.

However, it was unclear how the costs of future research would be funded after ESSPIN closes, and to what extent CSOs have the capacity to produce sound data

analysis without backstopping from ESSPIN specialists. Draft research reports produced by groups of CSOs in each state under ESSPIN's current consolidation grant scheme for CSO advocacy research have been encouraging, but did need substantial input to ensure rigour, clarity and relevance in the presentation of findings. It may be that CSOs have now learned from this support to strengthen their research production capacity, but the results from any subsequent independent CSO research will not be captured through ESSPIN.

Perhaps more importantly, discussion with SUBEB and CSO representatives did not present government as the leader in analysing data for improved targeting of education resources to marginalised groups. SMD and DPRS now have access to large amounts of information about school communities and their needs, both from SMO reports and the Annual School Census – as well as Out of School Surveys in three states.

However, when asked, 'Could analysis of the Annual School Census or Out of School Survey help to develop better plans and budgets for children with disabilities/girls/rural communities?', participants in workshops and interviews – even when DPRS representatives were included – reacted with limited enthusiasm.

Whether this was because it was felt that internal data analysis would hold less sway with high level decision makers than external advocacy; whether participants were unsure about SUBEB capacity and scope to conduct this analysis; or another reason, was not possible to determine in the time available.

An example of what can be achieved with government data comes from Kaduna's experience of accessing the UBEC SEN Intervention Fund (see above). However, constant encouragement and drive from ESSPIN's Access and Equity Specialist to undertake these tasks was needed. In states where A&E specialists were focused on other initiatives, similar outcomes did not happen. One question is whether Kaduna can continue to use the data system which is now in place to access future UBEC funding. Given that the leadership of the Kaduna IE Committee has not had time recently to arrange regular committee meetings, extra attention will be needed to keep the IE Committee functioning well.

ESSPIN's inclusive education work in the final months of the programme is targeted at boosting the institutional sustainability of IE Committees and replicating successful IE teacher training.

6.9 Challenges with building education system capacity

The main criticism levelled at ESSPIN by interviewees was that specific work targeted at building state level capacity to promote inclusive education only began in 2014, and is therefore not fully sustainable after the close of ESSPIN. SUBEB and CSO staff at senior and junior levels frequently expressed this concern

Interviewees in SUBEB were frequently concerned that the closure of ESSPIN would mean that progress made so far in inclusive education would not be continued. These concerns were expressed most strongly in Enugu. Stakeholders commonly felt that SBMC work would continue, but that inclusive education efforts were less well established.

CSO representatives expressed worries that without funding to visit school communities and produce evidence for advocacy, their chances of holding government to account would be limited.

7. Signs of impact at state level

Review of large-scale quantitative data on basic education in ESSPIN states and across Nigeria indicates that ESSPIN-supported states have done comparatively well at increasing access to primary education and boosting girls' enrolment.

ESSPIN-supported primary schools saw a cumulative increase of 158,481 boys and 188,503 girls enrolled between 2009 and 2015. This suggests that support to SBMCs to improve access to excluded groups of children had led to positive change, and that ESSPIN's emphasis on girls' education had translated into narrowing of gender-based access gaps. 30,022 more girls than boys enrolled in ESSPIN-supported schools. At state level, a further 50,926 more girls than boys were recorded enrolling over the same period[5].

By comparison, in the five states supported by UNICEF's Girls Education Project (GEP), only 2,680 more girls than boys were recorded enrolling between 2009 and 2015[6].

Comparison of 2010 and 2015 Nigeria Education Data Survey results showed most ESSPIN states with strong increases in school attendance against the national average (of 1-2 percentage point increases for boys and 3-4 percentage points for girls). Attendance increases ranging from 5 to 10 percentage points for boys and girls were found in Kano, Enugu, Jigawa and Kwara. However, attendance in Kaduna fell[7].

NEDS did not reveal clearly identifiable differences around literacy and numeracy in ESSPIN states, compared to other states and national averages.

The latest Composite Survey to measure outcomes from ESSPIN shows that ESSPIN-supported schools perform better than control schools in several areas. These include school inclusiveness (improving access for disadvantaged children and using different assessment methods); spatial inclusion (whether teachers engage with children in all parts of the classroom); SBMC functionality, women's participation, and children's participation (ESSPIN, 2015).

As NEDS uses different measures to ESSPIN (enrolment versus attendance, and different literacy and numeracy assessments), it is not possible to draw direct conclusions about ESSPIN's effects on the indicators covered in NEDS. However, there are reasonably strong indications that ESSPIN support has not undermined

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[5] All figures from ESSPIN Results Calculations September 2015 (based on analysis of EMIS data in all ESSPIN states)
[6] ibid
[7] NEDS 2015, State Reports and National Report.

state efforts to increase access and enrol more girls, and may have put states in a better position to improve their performance.

State data systems developed with assistance from ESSPIN also make it possible to know how many children with identified disabilities are present when the Annual School Census is taken, and how many children (disaggregating girls, boys and children with disabilities) are reported to have been enrolled in schools through SBMC action. However, more work is needed to embed the capacity to use that information in State systems (see Section 6.9).

7.1 Understanding of inclusive education within ESSPIN states

All interviewees and workshop participants from government, CSOs and the teaching profession were asked how they would define inclusive education. Replies were very consistent, in that all respondents came up with one or two of the same definitions, and often mentioned both.

All respondents had heard of inclusive education and said it was a priority in their state. Approximately two-thirds of respondents gave the definition below:

'Inclusive education means educating all children together, regardless of their background, whether they are disabled or not, whether they are girls, ethnic minorities, poor...'

One-third of respondents said, *'Inclusive education means educating disabled children together with normal children, in the same environment.'*

When prompted about whether that was the only definition of inclusive education , all of these respondents then said that inclusive education involved ensuring that all children got a good education.

Some respondents said:
'Inclusive education means education for all, and giving all children the right to learn together'.

No respondents gave any other definition. Interviewees often followed up these definitions by saying that in their state, efforts are being made to bring children with disabilities into local schools rather than only special schools, and that their state was moving away from segregated education.

All of these definitions would be seen as valid (EENET, 2014), although ESSPIN's 'twin track' approach to inclusive education outlined in its 2013 approach paper (ESSPIN, 2013) promotes a broad view of inclusive education in line with the first response. The responses given suggest that ESSPIN's view of inclusive education has either influenced stakeholders or is in tune with stakeholders' ideas. It is also possible that stakeholders have been influenced to think of inclusive education more broadly than a focus on disability since ESSPIN started engaging with them.

These statements were borne out by the language of each state's inclusive education policy, which had been developed with ESSPIN facilitation of policy development processes led by state inclusive education committees set up with ESSPIN encouragement. Policy documents were clearly expressed, coherent and measurable, with identifiable responsibilities for different branches of government and society.

"Had it not been for support from development partners I don't think people would have realised it was possible to bring children together like this."
ESSPIN Access & Equity Specialist, Kano

Given this consistency, the DFID Annual Review finding that stakeholders did not have a good understanding of inclusive education (DFID, 2015) appears anomalous. It is possible that Annual Review interviewers were talking to higher level education stakeholders, such as Commissioners. Interviewees in Kaduna mentioned a concern that their new Commissioner did not understand inclusive education, and that inclusive education work going on in the state was not being recognised at higher level.

8. Conclusion

The review found that a wide range activities specifically intended to promote inclusive education had been instigated by ESSPIN in all six states, boosting state efforts to develop inclusive education.

When asked for examples of what had been happening in the state to promote inclusive education, SUBEB and SMoE interviewees consistently related the following activities:

- Awareness raising campaigns at state and LGEA levels for children with disabilities and other vulnerable children to be enrolled in local schools; messaging that children with disabilities do not only have to attend special schools.
- SBMCs conducting enrolment drives with a strong focus on disability, gender and ethnicity.
- Efforts to train teachers in supporting children with disabilities, such as training in sign language, Braille and attitudes to disability.
- Efforts to train teachers in improving child-centred practice
- Conducting of out of school surveys to identify which groups of children are commonly out of school
- Small-scale efforts to bring special schools and mainstream schools closer together (in Kwara and Kaduna)
- Small-scale funding of equipment for schools to support disabled learners (around 30 hearing aids had been purchased in Kano; some sign language dictionaries had been provided in Lagos. The exception was Kaduna, where more needs-based distribution of equipment had been undertaken).

8.1. Key questions

8.1.1. Has ESSPIN led to changes in the sustainable quality and inclusiveness of schools in DFID supported states in Nigeria?

The review found that ESSPIN is acknowledged across all six states to have significantly boosted state progress on inclusive education, in some cases mobilising new demand, and in others giving new impetus to existing commitment. ESSPIN has helped state governments deliver changes at school and community level that have brought more of the most excluded children into education.

ESSPIN efforts to establish sound state IE policies and inclusive SBMCs have been the most sustainable and best institutionalised inclusive education interventions. SBMC development is now institutionalised within ESSPIN states and at federal level, using the training manual developed with ESSPIN support. Child-centred teacher development is well established within ESSPIN states and is being developed through the DFID-supported Teacher Development Project and Girls' Education Project. IQTE improvement using ESSPIN practice models is being integrated into SUBEB provision in Kaduna. Approaches for boosting girls' education in the North have also been adopted by state governments relatively easily, and continued support in this area from programmes like GPE is likely to ensure that these initiatives continue.

"We are seeing community demands increase to ensure that children are supported to gain quality education – that is a change that is continuous. Ensuring all children to have access to education is now well supported. If government supports the staff we have trained, they know their roles, they know what to do – they can move on and do the work and support the community."
ESSPIN Access and Equity Specialist, Kwara

National and international experts have been visiting each ESSPIN state to follow up on the opportunities for institutionalising inclusive education initiatives.

Given the planned closure of ESSPIN in July 2016, it will not be possible to establish replication of models which are not recognised within the plans for continuing programmes such as GPE and TDP. The disability-focused teaching pilots described in Section 5. are not covered by these programmes. It may be possible to encourage UBEC and other state governments to scale them up as part of efforts to deliver on the new federal inclusive education policy (see Section 6.2).

8.1.2. How relevant were the choices made (by ESSPIN) regarding the level of additional efforts for specific groups of children?

Targeting of ESSPIN inclusive education efforts since 2013/14 has demonstrated effective ways of reaching the main groups of children identified as excluded by communities and state officials. Strategies for including nomadic children, girls at risk of dropout, children with disabilities and the poorest children have been developed in response to specific contexts and demonstrated with success across ESSPIN states. Prior to 2013, there was no focus on disabled children or ethnic minorities outside of SBMC development work.

Opportunities to promote inclusive teaching have been missed by ESSPIN: the strong demand for teaching techniques to include disabled children has not been responded to, until very close to the end of the programme. It may well have been possible to deliver SSO and SSIT training on basic differentiation and SEN strategies, had inclusive teaching been a priority for the programme at an earlier stage.

In 2016, it is evident that all major elements of ESSPIN promote inclusive education to some extent. However, this inclusive focus has developed in sometimes uncoordinated ways, with several small pilots beginning too late to allow full institutionalisation of successful models.

Observation indicated that many children need to be taught in a local language they understand, rather than English. This has not been addressed by ESSPIN teacher development support. CSOs supported by ESSPIN have identified demand among children (and, to an extent, teachers) for local-language based teaching.

Recent economic downturn, lack of time remaining for ESSPIN to support institutionalisation, and change in government, has left it doubtful whether funding and political will can be found to continue with ESSPIN models, particularly around inclusive teaching and state government capacity to deliver against inclusive education policy. If pilots had started earlier and received greater support for institutionalisation, the most successful models to come from them could now be integrated into state education systems, in a similar way that SBMC development structures and SSO teams have been.

8.2 Summary of progress

Issue	Outcome supported by ESSPIN	Prospects and support needs
IE policy	All six states now have IE policies or equivalent, with four fully approved; a national IE policy is in development.	State level capacity to resource, implement and monitor their IE policies is weak and will need ongoing institutional support from GPE.
State data and analysis capacity	Several ESSPIN-supported states have demonstrated that they can produce disaggregated and reliable EMIS data to inform planning and resourcing.	Further support will be needed under GPE / other programmes to ensure capacity to allocate resources against new data to bring marginalised groups into quality education.

Accessible infrastructure	DFID's aim of making rehabilitated and new schools accessible (DFID, 2010) has been promoted in many ESSPIN-supported schools in the North, through disability-accessible and gender-friendly latrines.	Efforts to encourage SUBEBs to incorporate accessible design into new school building and rehabilitation standards should be increased through ESSPIN and GPE.
Girls' education initiatives	Summer camps and sports for girls have been scaled up in Jigawa and Kano	Ongoing support through GPE may be needed to establish sustainable resources for these initiatives.
IQTE	Practical ways to upgrade the quality and effectiveness of IQTE provision have been demonstrated.	It is unclear to what extent quality IQTE provision will be sustainably funded in future.
Nomadic education	Nomadic schools in Jigawa have been revitalised in terms of ownership, quality and infrastructure.	Significant institutional capacity support will be needed through ESSPIN and GPE if nomadic schools are to be sustainably resourced.
Teacher development	Comprehensive structures to focus teachers and head teachers on child-centred teaching strategies have been put in place and sustained by State and federal government.	Support for disability-focused and multilingual teaching strategies has not been provided, except partially in two small pilots. Strong focus in TDP and GPE will be needed to help teachers meet major needs in these areas.
Community support for marginalised groups	ESSPIN's model for developing SBMCs has been adopted nationwide, emphasising inclusion. Indications are that more excluded children are entering school as a result.	Better capacity within SUBEB is needed to use and share data on marginalised groups which is coming in through the SMO reporting system: ESSPIN and GPE should continue to support state teams in this area.

8.3 Recommendations

Strengthening community level change

1. Schools with particularly large enrolments (over 8,000 children, for example) should receive training from the CGP to set up one SBMC for each community area linked to the school. ESSPIN should encourage the CGP in each state to advocate for amendments to state SBMC policies and resourcing to enable this.

2. ESSPIN should encourage CGPs in each state to support SBMCs in larger schools in setting up an SBMC Disability Committee to make sure all disabled students were getting better monitoring and support. This can be a source of information on equipment needs for school attendance, to feed into information provided to SUBEB by SMOs.

3. Any further training planned for Women's Committees should encourage asking children about who is not going to school and why.

4. SBMCs and Women's Committees should be reminded through CGP mentoring visits that all children with disabilities should be in school, and that no child is ineducable. Committees should be encouraged to provide toys and stimulating for children with severe learning disabilities in school.

5. Encourage training for SBMCs under programmes such as GPE to include disability and other inclusion barriers in school development plans and grant applications

Promoting progress in schools and teaching

6. Encourage DFID-supported teacher development programmes to produce more specific guidance on differentiated teaching techniques, as part of teachers' guides and lesson plans.

7. Respond to demand for disability-focused inclusive teacher training by expanding the training offered in Kaduna to other states, and engaging more SSITs in this training. Promote replication of these approaches with DFID.

8. Investigate the possibilities for replicating the Kaduna 'focus IE teachers' structure and training in other states

9. Encourage linking of special schools with mainstream schools and mutual capacity building between SSITs, special school teachers, SSOs and mainstream teachers

10. Foster linkages between SUBEB IE focal points and international disability experts to provide better access to international good practice in teaching children with severe learning disabilities.

11. Engage with DFID and GPE to promote dialogue and further research and piloting around overcoming language challenges in teaching in Nigeria.

System and policy change

12. Recommend to ESSPIN partners that information and requests for advice are regularly shared between SSOs, SMOs and SUBEB IE and Gender desk officers to enable reporting of resource needs at school level. This can be co-ordinated by LGEA level IE and Gender officers.

(For example, an SSO may report to the LGEA IE and Gender officer that a basic Braille stylus kit is needed because a blind child has just joined a school. If an SBMC can raise the funds for such an item (c.10 USD), supply could be arranged by the SUBEB IE and Gender officer, working with special school experts and School Services. In the longer term, this approach could be used to assess needs for such kits across the state, to enable budgeting for bulk purchase.)

13. Offer training/orientation to increase the understanding of senior officials and politicians on inclusive education, and practical progress in Nigeria.

14. Provide greater capacity support to SUBEB officials to collate and use data on children from marginalised groups being brought into school by community action.

15. Provide greater encouragement to SUBEBs to incorporate accessible design into new school building and rehabilitation standards.

16. Support documentation and dissemination of good practice in ESSPIN states for sharing with other states as part of the dialogue around the forthcoming federal IE policy.

17. As part of support for the federal IE policy process, links should be made by ESSPIN to enable sharing of good practice and experience across states, particularly in settings like Kaduna and Lagos which have plenty of practical progress to show.

18. Encourage systematic approaches to sustainably address financing gaps for nomadic education.

19. Work to focus GPE plans on strengthening budget support for girls' education initiatives.

20. As part of efforts to deliver federal and state policy commitments, UBEC and development partners should seek networking and funding opportunities to prepare inclusive and special schools with the technical support and human resource capacity needed to help children with complex needs and severe learning disabilities progress through education: individual education plans, activity/sensory resources in schools, and attitude change around 'educability'.

If time is available in the final stages of ESSPIN, it is likely that overseeing such support will lead to improved consolidation of ESSPIN's inclusive education efforts.

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Annex 1: Sample research tools

Criteria for lesson and school environment observation

Observation sought evidence of simple, low cost efforts to make the school experience more inclusive for all.

physical environment
- protection against rain/slippage coming in and out of classrooms
- access to toilets – can everyone use them? can children with mobility difficulties use them with assistance? does assistance get provided?
- privacy/security in toilets (not too far from school or out of teachers' sightlines, easy to use toilet/latrine in privacy)

- protection against heat, wind, dust and water in classrooms
- light levels in classrooms
- noise levels in classrooms
- seating in classrooms – does everyone have a seat? Ask HT - if a child needs/needed more supportive seating is this/would this be provided?

human environment
- positioning of children
- positioning and movement of teacher
- welcoming/kind behaviour of teacher vs cold or punitive behaviour

evidence of differentiation and inclusive practice in teaching styles
- whether or not teacher speaks while facing the board or while writing
- whether teacher uses body or other physical means to convey meaning
- use of different teaching techniques and activities
- whether reinforcement is used

Questions for excluded children: semi structured interviews

Name, age

Explain I want to know about how they have found coming to school and learning, so that we can find ways to make education better for all children in the future. Explain that children are the most important people in the school, so we want to find out if we can make schools better for more children. Explain I'm not going to use any names or tell any teachers what anyone says here, so we can be very honest

1. How long have you been going to this school, and what grade are you in?

2. Were you in any other schools before? If so why did you change?

3. Have you had problems in the past coming to school? What/who helped?

4. Do you still have problems coming to school? Is anyone helping with this?

5. (if relevant) Do you have any problems moving around the school? Is anyone helping you with this?

6. Do you have problems doing the things other children do in class? Has anyone tried to help with these problems?

7. Do you find any lessons hard to understand? Has anyone tried to help with these problems?

8. Which lessons are easiest to understand? Why?

9. Do you find studying at home – homework – difficult? Has anyone tried to help with these problems? Did it help?

10. How do other children at the school treat you?

11. How do teachers at the school treat you?

12. Is there anyone you would ask for help if you felt unsafe or had a problem?

Questions for children's committee: focus group discussion

Get names and ages.

Explain I want to know about how children in this school feel about coming to school and learning, so that we can find ways to make education better for all children in the future. They are representing all the children in the school, so try to think about yourself and other children that you know. Explain that children are the most important people in the school, so we want to find out if we can make schools better for more children. Explain I'm not going to use any names or tell any teachers what anyone says here, so we can be very honest. (?)

1. Ask if any of them or other children they know have had problems in the past coming to school.
   What/who helped?

2. Ask if any of them or other children still have problems coming to school. Is anyone helping them with this?

3. Ask if any of them or any other children they know have problems doing the things other children do in class () Has anyone tried to help them with these problems?

4. Ask if any of them or any other children they know finds any lessons hard to understand. Has anyone tried to help them with these problems? Did it help?

5. Which lessons are easiest to understand? Why?

6. Which teacher is the easiest to understand? What does he/she do that helps you to understand or feel comfortable?

7. Ask if any of them, or any children they know, finds reading difficult.
   Has anyone tried to help them with these problems?

8. Ask if any of them, or any other children, finds studying at home – homework – difficult. Has anyone tried to help them with these problems? Did it help?

9. Do you know of any children who had problems with studying or learning in the past, but they are OK now? What happened?

10. How do children at the school treat each other, if for example a new child comes to school? How do children treat children who have a disability?

11. Have your teachers ever said anything about how you should treat someone if they are disabled or look different to you? What did they say?

Questions for women's committee: focus group discussion

Explain purpose.
Get names.

1. Ask if they know of any children who in the past had problems coming to school. What/who helped?

2. Ask if any of them or other children still have problems coming to school. Is anyone helping them with this?

3. Ask if they know whether any children have problems doing the things other children do in class.
4. Has anyone tried to help them with these problems?

5. Ask if they know whether any children find lessons hard to understand.
   Has anyone tried to help them with these problems? Did it solve the problem?

6. What are the biggest problems which girls face in coming to school and doing well in education?

7. How do teachers treat girls?

8. How do teachers treat children who have disabilities?

9. How do teachers treat any other children who have trouble doing well in school?

10. Do you know of any children who had problems with studying or learning in the past, but they are OK now? What happened?

11. Has your SBMC Women's Committee conducted any activities to help children who experience problems in getting to school and learning in the classroom?

Questions for SBMCs/IQTE CMCs: focus group discussion

Explain purpose.

1. Ask if they know of any children who in the past had problems coming to school. What/who helped?

2. Ask if any of them or other children still have problems coming to school. Is anyone helping them with this?

3. How many children who were out of school have been brought into school in the last few years?

4. Ask if they know whether any children have problems doing the things other children do in class Has anyone tried to help them with these problems?

5. Ask if they know whether any children find lessons hard to understand. Has anyone tried to help them with these problems? Did it help?

6. How do teachers treat children who have disabilities? girls? other children who have trouble doing well in school?

7. Do you know of any children who had problems with studying or learning in the past, but they are OK now? What happened?

8. What kind of training have you had in the SBMC to help you support children who have trouble coming to school or doing well in school?

9. What advice have the CSOs and SMOs given you about supporting children who have trouble coming to school or doing well in school?

10. What has the SBMC been saying to the wider community about children with disabilities, or girls, or any other children who have trouble staying in education?

11. What other support is needed to help the children you have described?

Teachers/headteacher: questions for focus group discussion

1. Go round and ask what each of them thinks inclusive education is.
2. Explain that I'm not going to be judging against a standard of perfect inclusive education, because there isn't one. I'm interested in knowing about how in this school you have dealt with children who are having problems coming to school and taking part in learning. I also want ideas for how your training and support can be improved so that you can help more children.

3. Which of the children you teach have the biggest difficulties coming to school? Tell me about them. How did you find this out? Have you been trying anything to help with this problem? How has that gone? Have you been able to get any advice from anyone on this? What type of support would you like to have now?

4. What are the different types of challenges children you teach have when they are trying to learn – across all your classes?

5. What teaching approaches do you use to try to involve all the children in your class?

6. Which of the children you teach have had the biggest difficulties trying to take part in classroom activities, or to learn well? Tell me about them. How did you find this out? Have you been trying anything to help with this problem? How has that gone? Have you been able to get any advice from anyone on this? What type of support would you like to have now?

7. Do you think your approach to dealing with children who struggle to learn has changed from how it used to be, or has it stayed the same? If it has changed, what has led to the change?

8. What training have you had in responding to the learning of children who have problems in class? Who provided it? Thinking about these challenges with helping children who have problems learning or taking part in lessons, how would you rate your (ESSPIN/recent SSIT) training in helping you with these challenges, out of 10? Why do you say that?

9. What additional training, if any, do you feel you need to respond to the learning needs of all children?

10. How many of last year's Grade 6 girls went onto secondary school?

11. How many children with disabilities from this school have gone on to secondary school?

12. How many children who were out of school have been brought into school in the last few years?

Questions for SUBEB officials (semi structured interview)

Name:
Position:
Length of time in post:

Explain purpose of interview.

1. What are the priorities for you and your colleagues at the moment in education?

2. What do you feel the definition of 'inclusive education' is?

3. What is happening in (state) to improve inclusive education? (If the interviewee has a negative view of IE, agree a positive definition of it that they would support.)

4. When did each of these initiatives start, and how were they led?

5. What results have these initiatives had? How have you become aware of these results?

6. Are greater numbers of marginalised children participating in education in (state)? What are the key barriers to children's participation and learning identified in your state?

7. How has ESSPIN helped you and your colleagues with building inclusive education/these initiatives?

8. Is there anything you have found most useful in ESSPIN's support around inclusive education?

9. Is there anything you have found difficult about working with ESSPIN on inclusive education?

10. Are there gaps or barriers to making education more inclusive in (state)? What are the causes of these?

11. Are there areas where SUBEB needs more support to develop inclusive education in (state)? What exactly would you like to see happening over the next two or three years to meet these needs?

Questions for SMoE officials (semi structured interview)

Name:
Position:
Length of time in post:

Explain purpose of interview.

1. What are the priorities for you and your colleagues at the moment in education?

2. What do you feel the definition of 'inclusive education' is?

3. What is happening in (state) to improve inclusive education? (If the interviewee has a negative view of IE, agree a positive definition of it that they would support.)

4. When did each of these initiatives start, and how were they led?

5. What results have these initiatives had? How have you become aware of these results?

6. What has ESSPIN done in (state) to help with building inclusive education/these initiatives?

7. Is there anything you would like to commend ESSPIN for, or have found most useful in ESSPIN's support around inclusive education?

8. Is there anything you have found difficult about ESSPIN's support/input on inclusive education?

9. Are there gaps or barriers to making education more inclusive in (state)? What are the causes of these?

10. Are there areas where the State needs more support to develop inclusive education in (state)? What exactly would you like to see happening over the next two or three years to meet these needs?

<u>Questions for UBEC officials (semi structured interview)</u>

Name:
Position:
Length of time in post:

Explain purpose of interview.

1. What are the priorities for you and your colleagues at the moment in education?

2. What do you feel the definition of 'inclusive education' is?

3. What is happening at federal level to improve inclusive education? (If the interviewee has a negative view of IE, agree a positive definition of it that they would support.)

4. When did each of these initiatives start, and how were they led?

5. What results have these initiatives had? How have you become aware of these results?

6. What has ESSPIN's contribution been to building inclusive education in ESSPIN states and at federal level?

7. Is there anything you would like to commend ESSPIN for, or have found most useful in ESSPIN's support around inclusive education?

8. Is there anything you have found difficult about ESSPIN's work on inclusive education?

9. Are there gaps or barriers to making education more inclusive in Nigeria? What are the causes of these?

10. Are there areas where UBEC needs more support to promote inclusive education? What exactly would you like to see happening over the next two or three years to meet these needs?

<u>Questions for FME officials (semi structured interview)</u>

Name:
Position:
Length of time in post:

Explain purpose of interview.

1. What are the priorities for you and your colleagues at the moment in education?

2. What do you feel the definition of 'inclusive education' is?

3. What is happening at federal level to improve inclusive education? (If the interviewee has a negative view of IE, agree a positive definition of it that they would support.)

4. When did each of these initiatives start, and how were they led?

5. What results have these initiatives had? How have you become aware of these results?

6. What has ESSPIN's contribution been to building inclusive education in ESSPIN states and at federal level?

7. Is there anything you would like to commend ESSPIN for, or have found most useful in ESSPIN's support around inclusive education?

8. Is there anything you have found difficult about ESSPIN's work on inclusive education?

9. Are there gaps or barriers to making education more inclusive in Nigeria? What are the causes of these?

10. Are there areas where FME needs more support to promote inclusive education? What exactly would you like to see happening over the next two or three years to meet these needs?