

National Moment on Basic & Secondary Education

Dissemination of key findings from the Gender Responsive Education Sector Strategy Plans Nigeria Study (2012-2022)



Students from Government Girls Secondary School (GGSS) Yargaya and Government Arabic Secondary School (GGASS) and their Principals, supported by dRPC to attend Ministerial Session of the 62nd National Council on Education (NCE) Meeting held in Kano from the 24th -28th July 2017, link to the report: <https://drpcngr.org/drpc-brings-malala-and-girls-to-the-62nd-national-council-on-education-meeting-held-in-kano-state-nigeria-24-28th-july-2017/>

OVERVIEW

- Gender Responsive Education Sector Strategic Plans in Nigeria 2011-2022 – why study their performance?
- Study design for performance assessment GRESP?
- What did we find?
- What are the implications of findings for CSOs?

GENDER RESPONSIVE EDUCATION SECTOR STRATEGIC PLANS

- Gender Responsive Education Sector Strategic Plans (GRESSPs) are a government-wide analytical, policy, and planning process
- They are tools to advance gender equality developed by GPE, UNGEI and UNICEF supported by guidelines, methodologies and frameworks for the design, implementation and evaluation of education interventions
- GRESSPs are informed by a catalytic theory of change – governments that put in place recommended structures, functions and activities will deliver education systems responsive to the needs of girls and boys
- The Global Partnership for Education (GPE) mobilizes financing for education and supports developing countries to build effective education systems founded on evidence-based planning and policies
- GPE's function is to support the development of good quality education sector plans and encourage donors to align their support with these plans, to reduce aid fragmentation and transaction costs

THE ESSENCE OF GRESP

“the education sector plan (ESP) presents a critical opportunity to embed gender equality into the DNA of all aspects of education. Gender-responsive education sector planning (GRESP) is the vehicle for achieving this – identifying gender barriers within education systems and ensuring that strategies and policies are in place to address them through the ESP”

Source: 2019-09-ungei-gpe-policy-note-gender-responsive-education-planning_0.pdf:3

WHY ASSESS THE PERFORMANCE OF GRESP & WHO SHOULD CARE

- To test the relationship between systems, processes and structures of government and education outcomes which benefit girls and boys
- To compare states performance at sub-national level
- To know what works in girls' education

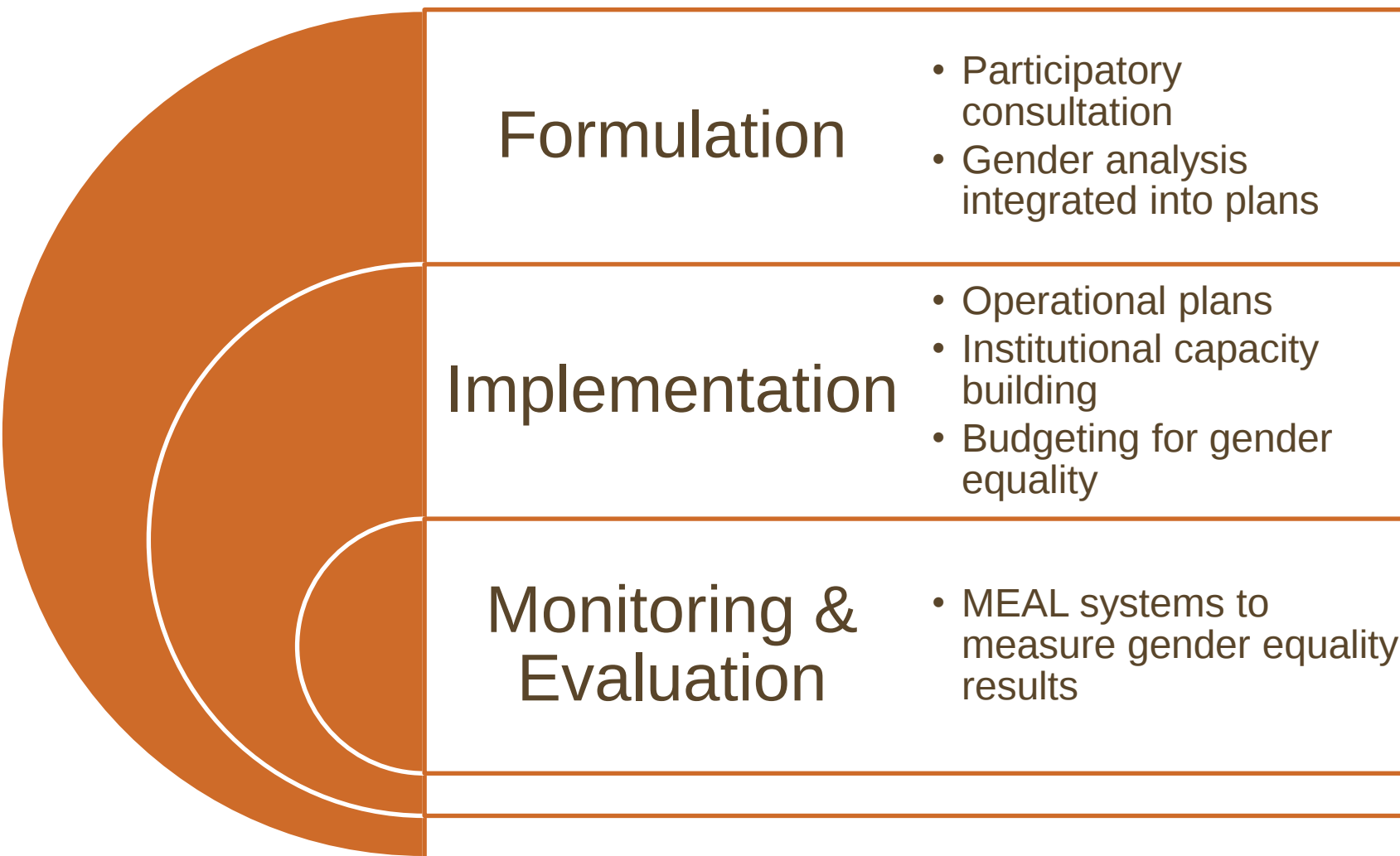
Stakeholders in GRESSPs

- National and State Governments
- Champions, advocates, the media & researchers
- Global girls' education development community
- Citizens committed to gender equality as a mechanism to achieve the right to education

THE PERFORMANCE ASSESSMENT METHODOLOGY

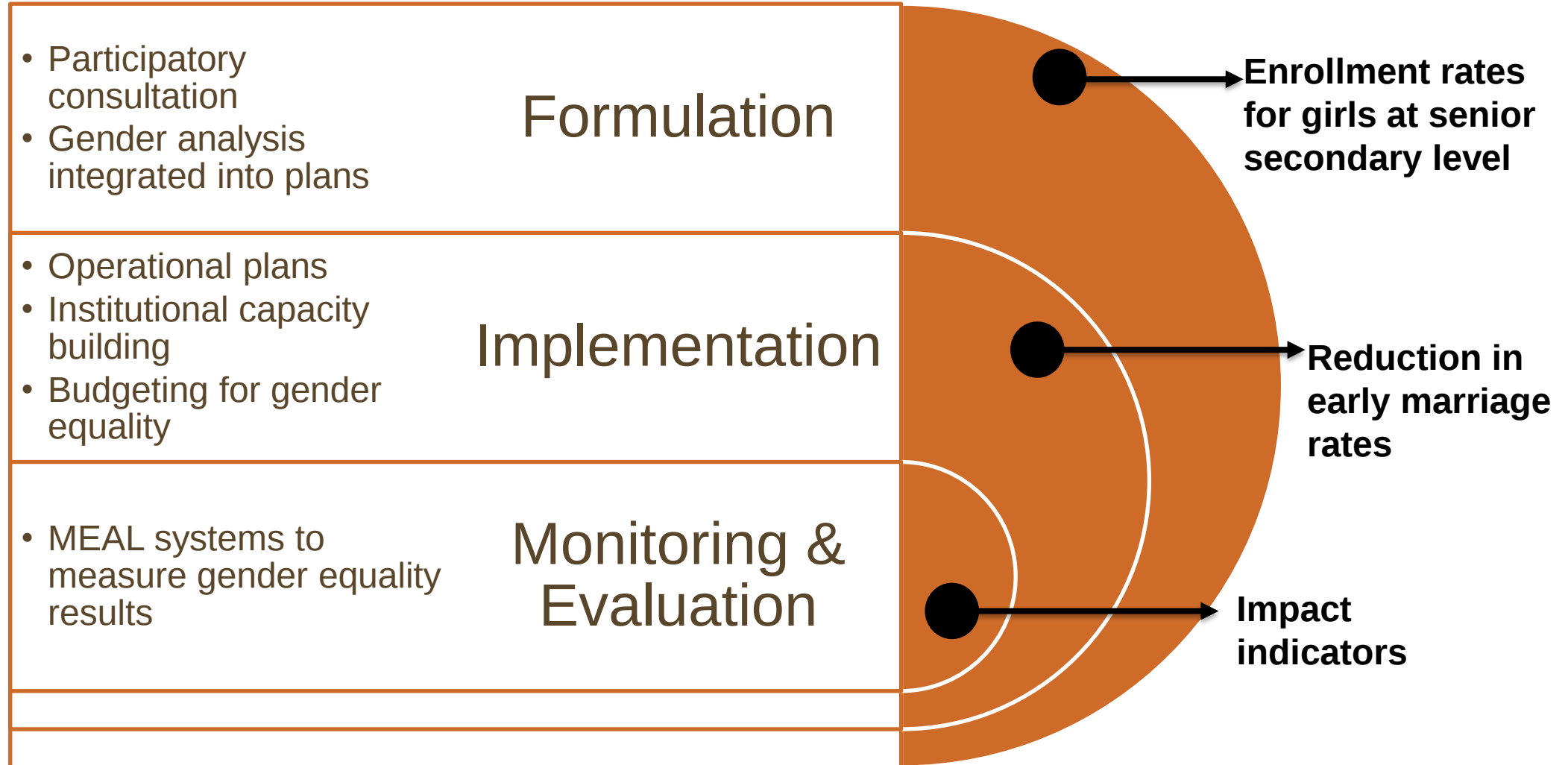
- **Research questions:** 1) How gender responsive are education sector plans in 6 states in which they are implemented? 2) Does gender responsiveness align with positive outcomes for girls' education in the 6 states? 3) What are the policy advocacy implications of findings for education champions and advocates?
- **Focus states:** Kaduna, Kano, Katsina, Jigawa, Sokoto and Zamfara (6) states
- **Scope:** 2011, (1 year before Nigeria's engagement by GPE) to 2022
- **Significance of GPE funding:** Between 2012 and 2019, a total of US\$ 101,342,420 awarded in grants to Nigeria of which US\$ 81,153,663, (80%) disbursed as at January 2020
- **Performance assessment methodology:** Retrospective Comparative Impact Assessment Methodology
- **The GPE Comparative Process Assessment model:** "The gender-responsive education sector planning (GRESPP) workshop [in Nigeria] was the first country-level and fifth convening...DFID, development Research and Projects Centre (dRPC), Forum for African Women Educationalists (FAWE), Plan Nigeria, Action Aid Nigeria, UNESCO, International Institute for Educational Planning (IIEP), the World Bank Nigeria" Held between 9th to 12th September 2019 in Abuja

THE GPE COMPARATIVE PROCESS ASSESSMENT MODEL



State	Assessment of the state education sector plan by GPE, 2019
Jigawa	1 Gender blind
Kano	1 Gender blind
Kaduna	3 Gender transformative
Katsina	3 Gender transformative
Sokoto	2 gender responsive
Federal/ National	4 Gender transformative

THE RETROSPECTIVE COMPARATIVE IMPACT ASSESSMENT



RESEARCH METRICS AND STEPS

- **Steps in the Retrospective Comparative Impact Assessment:**-1) apply impact indicators amongst the 6 states 2012-2022; 2) rank states by impact indicators findings; 3) apply the Gender responsive performance indicators at formulation, implementation and M&E to the 6 states 2012-2022; 4) establish correlations between ranking of the 6 states in terms GR indicators and ranking in terms of impact indicators
- **Mixed methods (qualitative):** interviews, FGDs, content analysis of plans and policy analysis
- **Key informants** – Senior Government Officials holding current responsibility for SESSPs in 6 states, and Senior officials holding past responsibility in 2016; (21 field based interviews, 6 FGDs with 4 officials each in 6 states in workshop setting), 18 telephone interviews and 6 interviews with consultants who developed SESSPs. Also 3 FGDs held with 15 male students in each of the 6 states and 3 FGDs with female students
- **Mixed methods (quantitative):** analysis of impact data – enrollment rates, early marriage rates, budget analysis
- **Timeline of the research** – November 2021 to September 2022
- **Numbers** of Technical Reviews, co-creation and feedback events coordinated by the Malala Fund Nigeria Champions – 15
- **Numbers** of high level technical reviews from the Malala Fund team - 5

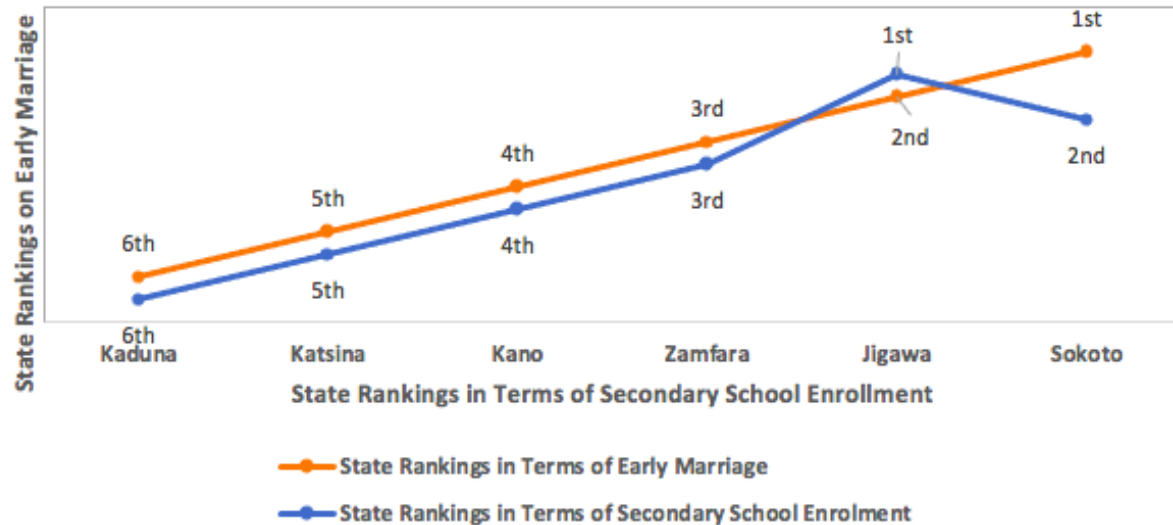
STATE EDUCATION SECTOR STRATEGY PLANS ANALYZED

Box 3: SESSPs by state and timeline of the plans

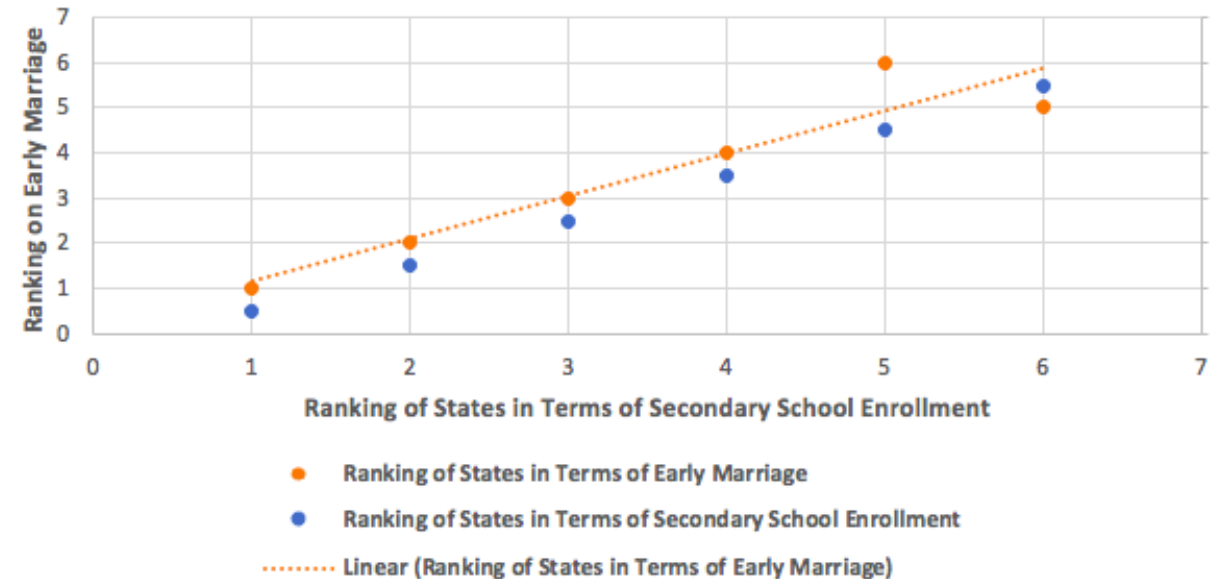
STATE	2010 to 2020										2021 to 2029							
Jigawa																		
Kaduna																		
Kano																		
Katsina																		
Sokoto																		
Zamfara																		

FINDINGS – STEP 1 & 2 APPLYING AND RANKING STATES BY IMPACT INDICATORS

Relationship between States Rankings in Terms of Secondary School Enrollment and Ranking in Terms of Early Marriage after SESP



Scatter Plot Showing Correlation between Rankings of States in Terms of Secondary School Enrollment and Rankings in Terms of Child Marriage after SESP



FINDINGS – STEPS 3&4 ESTABLISHING CORRELATIONS

- States with high and increasing rates of girls enrollment between 2012-2022 also had falling rates of early marriage, Jigawa ranked 1st and Kaduna 6th
- States with high and increasing rates of girls' enrollment and falling rates of early marriage also performed better in terms of putting structures and systems in place for the SESSP, especially at the implementation and M&E phase
- States with lower rates of girls' enrollment & high rates of early marriage, failed to put structures and systems in place for the Sector plans, they lost trained staff, & failed to budget adequately for girls' education

CORRELATIONS FROM THE RETROSPECTIVE IMPACT MODEL

	Formulation • Participatory consultation • Gender analysis integrated into plans	S T A T E S	Ranking in terms of impact indicators	Ranking in terms of Gender responsive performance indicators
	Implementation • Operational plans • Institutional capacity building • Budgeting for gender equality	Jigawa	1	1
		Kano	4	2
		Sokoto	2	3
		Katsina	5	4
		Zamfara	3	5
		Kaduna	6	6
	Monitoring & Evaluation • MEAL systems to measure gender equality results			

IMPLICATIONS FOR FINDINGS

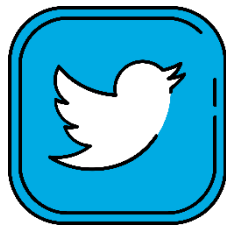
- Findings in-line with government's new priorities
- MEAL & Performance Mgt Systems in the Federal Min of Education
- Evidence for CSO advocacy messaging on how to advance girls' education
- Evidence for practical recommendations & performance tracking
- Strong headlines for the media
- Evidence of what works for global education Community



WOBULU WORURU UWE ESE
NAGODE DEEME IMELANUA
THANK YOU
SAM O ANYA DAALU AVO
SOSONGO ÉSEUN NAGO AVO
OVWAN KE OBIRUO WOSHI



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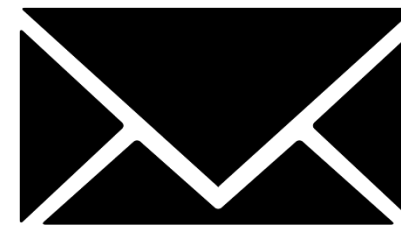
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