Transforming education for girls in Nigeria:

Endline research summary report

Contents

Forewords

Transforming Education for Girls in Nigeria had a mandate to contribute to improving the quality of education in Nigeria, paying special attention to issues of gender equality, teaching quality, school management and funding. We focus on girls because of the exclusion suffered by many girls across Northern Nigeria.

The project deployed several human rights-based actions including intensive advocacy, awareness-raising on girls' right to education, capacity building and mentoring programmes. All of these efforts contributed to significant changes in the lives of thousands of girls and improvement across the education sector in Northern Nigeria.

This endline research report showcases the successes and challenges of TEGINT and makes recommendations for some ways forward. It is hoped that the TEGINT model will be adopted and scaled up by many stakeholders and especially the government.

We acknowledge the many contributions to the success of this project. Synergy between implementing and strategic partners including Ministry of Education, National Teachers Institute, National Commission for Colleges of Education (NCCE), State Ministries of Education, Local Government Education Authorities and NGOs contributed in no small measure to the success of this work. Our profound gratitude goes to our implementing partner on this project, Community Action for Popular Participation (CAPP). We specially acknowledge efforts and support of the Nigerian children, especially the girls, the teachers and communities where this project was implemented.

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As a human rights based anti-poverty organisation, ActionAid promotes education as a fundamental right in itself, and as a crucial instrument to realise other rights. As a part of this commitment to education and to marginalised groups, Transforming Education for Girls in Nigeria and Tanzania (TEGINT) is a collaborative initiative among ActionAid, national implementing partners Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation in Nigeria and several research partners, with Institute of Education, University of London playing a coordinating role in conducting the research.

Between 2007 and 2012, TEGINT undertook systematic research and analysis of barriers to girls' participation in education and mobilisation and advocacy initiatives to address the systemic causes of those barriers. These methodologically rigorous researches, initiated as baseline for the project, and culminating in this endline research, have distilled a wide spectrum of knowledge on social perceptions of girls' education, school systems within a broader learning discourse and most importantly, crucial components of wider and effective empowerment processes that can lead to positive systemic reforms.

TEGINT has been a flagship project for ActionAid, and it has become even more influential in the context of a new Global Strategy, where education and women's rights are key priorities. The streamlined programme framework of ActionAid will be informed by the wealth of knowledge generated by TEGINT (some of which are documented in this report), but I believe this report will be of interest beyond ActionAid, to practitioners and activists within the broader development community, who have the strong conviction that education for girls can be the game changing catalyst for an egalitarian society.

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Acknowledgements

1. Introduction

The Transforming Education for Girls in Nigeria and Tanzania (TEGINT) project is a special education initiative to transform the education of girls in Northern Tanzania and Northern Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to gender violence and HIV/AIDS. TEGINT ran between 2007 and 2012 as a partnership between ActionAid, Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation (CAPP) in Nigeria, funded by Comic Relief and the Tubney Charitable Trust in the United Kingdom. As well as interventions to enhance girls' education, the project included a substantial research component involving researchers from Nigeria, Tanzania and the Institute of Education, London.

This report on the Endline Research Study for the project analyses data collected in Nigeria in May to June 2012. This document is a summary of a full research report led and authored by Dr OJ Para-Mallam and a team of national and international researchers and enumerators. It is the product of discussions within the project partnership to critically appraise the outcomes, best practices and results of the project.

A series of research studies were conducted as part of the TEGINT project. Between 2008 and 2010 Baseline Studies were carried out in Tanzania and Nigeria. These studies provided five key findings:

1: Girls have high aspirations for their education, despite concerns with poverty, gender-based violence, the consequences of early pregnancy and marriage, and lack of school facilities. Girls' views about overcoming obstacles tend to focus on short-term and less sustainable interventions, like sponsorship to pay school fees.

2: Girls identify poverty, lack of school facilities, and distance to school as major obstacles to schooling in places where they can easily see other girls who do not experience such obstacles. They tend to be silent on these obstacles in places where poverty levels are higher and there are greater distances to walk to school. In addition, there is considerable silence on gender-based violence.

3: Where teachers have higher levels of qualifications, girls are more able to articulate a wider range of demands for their schooling. Where there are larger numbers of women teachers there is more gender

parity in attendance, progression and attainment. Teacher training colleges have given more attention to HIV/AIDS than gender.

4: Government funding for schooling is insufficient. Many schools where gender parity in attendance, progression and attainment is not a problem are supplementing government funding with very high levies from parents and communities.

5: Better levels of gender parity in attendance, progression and attainment are found in schools where SMCs have more women members and are highly proactive. However, SMCs have limited capacity to respond to gender-based violence.

This endline study was designed to examine changes in girls' schooling and empowerment since the baseline research was conducted and assess the relationship of the changes with key project inputs. The key areas of investigation are:

(i) **Gender equality in schooling:** whether the gender profiles in enrolment, attendance and progression in the project schools have changed, and whether changes are similar or different to state averages;

(ii) **Girls' empowerment:** whether aspects of girls' empowerment have changed and whether there is a relationship between these aspects (obstacles and solutions to schooling, knowledge of HIV and confidence about gender inequalities and violence) and major project inputs (girls' clubs, teacher training and supporting school management);

(iii) **Teaching and teachers:** girls' experiences of participatory teaching methods and how this relates to teacher conditions – class size, qualifications and training – and levels of girls' attainment and empowerment;

(iv) **School management:** how the gender management profile has changed since the baseline and how this is related to the gender profile, girls' empowerment, teacher qualifications, teacher engagement and project interventions;

(v) **School funding:** Whether levies charged have changed and how these relate to activities of school management committees and girls' attendance and attainment;

(vi) **Community mobilisation:** views of community members on gender equality in school and girls' vulnerability to HIV/AIDs and gender violence and how these are related to training.

All 72 TEGINT project schools (36 primary schools and 36 junior secondary schools) were included in the study. Of these 47 are classified as rural schools and 25 as urban/semi-urban (a consistent classification from the baseline study).

Data was collected using survey instruments to six categories of respondents in addition to collection of school and Local Government Education Authority (LGEA) administrative data (Table 1).

Table 1: Endline research instruments

Instrument	Target	Actual total	Data to be gathered
Girls' (Primary class 6 /JSS class 3)	720 (10 per school: 5 in girls' club + 5 not in club)	629 (382 members + 246 non-members)	Aspirations, obstacles and solutions to schooling; girls' club activities; knowledge and attitude to HIV/AIDS and gender; confidence dealing with gender violence.
Girls' club facilitator	72 (1 per school)	71	Girls' club activities, logistics and management
School-based Management Committee Chairperson	72 (1 per school)	70	Committee membership and leadership; training and activities
Head Teacher	72 (1 per school)	72	Teacher numbers, qualifications and conditions; teacher training; fees & levies
Teacher	360 (5 per school)	331	In-service training received and utilised
Community Circle members	180 (3 per school)	186	Training; knowledge, attitudes & action on gender, HIV/AIDs and gender violence.
School administrative data – school	72 (1 per school)	72	Pupil enrolment, attendance, attainment; teachers' qualifications over time
School administrative data – LGEA	72 (1 per LGEA)	60	Pupil enrolment, progression and attainment for 2007-2012
CAPP Programme Officer	72 (1 per school)	72	Details of TEGINT interventions per school

A planning workshop, enumerator training workshop and pilot study in two schools were carried out to test the validity and make adjustments to the research instruments, approve logistical arrangements and check ethical issues. These activities led to decisions to translate the girls' and the community circle members' surveys into Hausa, to request the LGEA education data in advance, and to ensure that each state research team comprised at least two females to interview girls, girls' club facilitators and female community members.

The surveys attained a 92% rate of return overall (1497 / 1624). Over 78% of all respondents were surveyed in total privacy, including over 90% of girls. Girls surveyed ranged between 6 to 33 years of age; the majority (70%) were 12 to 16 years of age.

It must be noted that LGEA administrative data was, in general, so unreliable that is has not been utilised significantly in this report (Appendix A). The availability, reliability and quality of local government education data in Nigeria remain weak, despite improvements in TEGINT schools since 2008.

The data analysis included composite indices that bring together information from diverse data in the surveys. Each of these indicators is at school level, so each school has a 'score'. All of the indices and profiles are described in detail in Appendix I.

In summary, they describe:
• the strength of the TEGINT intervention (Intervention index)
• how well girls do relative to boys in school (Gender profile)
• how active the school is on girls' education (Gender Management profile)
• how empowered the girls are (Girls' Empowerment index)
• how well qualified the teachers are (Teacher Qualification profile)
• how engaged the teachers are (Teacher Engagement index).

2. Context

Nigeria is one of the most unequal countries in the world. The Human Development Index, which is a composite statistical measure of life expectancy, adult literacy, and income, is 0.459 placing Nigeria at 156 of 179 countries. However, that the real value of Nigeria's human development is even lower at 0.278 once the HDI value is adjusted for distributive inequality across the population (UNDP, 2011). Widespread poverty remains a key causative factor. The percentage of Nigerians living in absolute poverty rose from 54.7% in 2004 to 60.9% in 2010 (National Bureau of Statistics). National development indicators mask wide regional disparities. Southern Nigeria has consistently higher scores for human development, gender development and empowerment. The North East has the lowest human development, followed by the North West. The three northern geopolitical zones where the TEGINT project has been implemented are culturally, religiously, linguistically, ethnically, and politically diverse although levels of absolute poverty are consistently higher than southern Nigeria. The average poverty level in the three northern zones is 73.8% compared to an average of 63.3% in the South (British Council Nigeria, 2012).

The latest 2006-2010 national educational statistics from the Federal Ministry of Education indicate progressive decline in gross enrolments in public primary schools by around 12% in 2010. Private primary school enrolments, which account for approximately 10% total enrolment, increased during the same period. The private sector is becoming a significant provider of education partly due to perceptions of poor quality in government schools and the increasing hidden and open levies being charged in public schools. The actual number of girls enrolled in public primary schools has decreased since 2007 nationally. The trend is reversed for both boys and girls in Junior Secondary schools (Table 2).

Table 2: National enrolment in public primary and junior secondary schools over time

Year	Primary schools		Junior Secondary schools	
	Male	Female	Male	Female
2007	11,086,997	9,382,398	1,688,295	1,310,077
2008	10,252,000	8,728,395	1,899,060	1,552,018
2009	10,154,860	8,663,684	2,081,305	1,676,788
2010	10,215,179	8,826,988	2,260,585	1,864,626

In 2010 more qualified public primary and junior secondary school teachers were female. Adult literacy varies widely across geopolitical zones: in 2008 it was lowest in the North West (22% female; 58% male) and the North East (23%; 51%). These figures contrast significantly to the southern zones, where there was an average literacy rate of 80% for women and 90% for men (NPC, 2011). Rural women are the least likely to be literate.

The socioeconomic status of women and girls in the northern zones lags behind those in the south: over two-thirds of girls in the North aged 15-19 years are unable to read compared to less than 10% in the South; in the North only 3% complete secondary school and more than 50% are married by age 16 (British Council Nigeria, 2012).

The National Policy on Education (1977, last amended in 2006) stipulates free basic education for every Nigerian child. The 2006 National Gender Policy and its Strategic Implementation Framework emphasize the central role of female education as a key determinant for achieving broader development objectives. However, the national primary Net Enrolment Rate for girls in 2010 was 55% compared to 60% for boys; completion rates remain low and at least 53% of out-of-school children are girls. Many children do not enrol in secondary school and this has changed little over the last 20 years. In 2008/9 the secondary NER for girls was 22% and 29% for boys. In 2010, the Federal Ministry of Education initiated a one-year strategic plan (May 2010 - April 2011) seeking to bring about structural reform in the education sector in order to improve the quality of educational content as well as advance quality assurance mechanisms in school-based management. The plan has since been extended. Currently, the federal government through the Universal Basic Education Commission is proposing to review the Universal Basic Education (UBE) Act and part of the review includes adding the school-based management committee (SBMC) structure and mechanism therefore creating national legislation on the functions and regulations of the SBMC.

TEGINT project interventions converge with several aspects of the FME plan's six focal areas including: (i) making school-based management committees functional; (ii) improving students' learning experiences; (iii) bridging teacher qualifications, competencies and skills gaps; (iv) enhancing education for excluded children and; (v) promoting partnerships between government and international agencies. The plan did not highlight the need to improve girls' access to, and experience of, education, although it includes a strategy to 'enhance the integration of children with special needs and other excluded children in to the formal system' under the access and equity component. By 2011, 24 states had domesticated the 2003 Child Rights Act including two TEGINT states, namely Plateau and Nasarawa (UNICEF, 2011). However, all states have domesticated the UBE Act which criminalises the withdrawal of any child from school at the basic level.

Many policy initiatives are not substantiated by legal backing, sustained institutional reform and budgetary commitments. Many state governments do not take advantage of Federal Government educational intervention funding because they are unable or unwilling to give counterpart funds required under the 2004 UBE Act. Thus, 'as at February 2008, the 36 states of the federation and FCT were only able to provide 56% of the total expected states counterpart funds contribution for the 3-year period 2005-2007' (CEDAW NGO Coalition, 2008).

Federal Ministry of Education budget share dropped progressively from 8.6% of the national budget in 2006 to 8.35% in 2008, 5.3% in 2010 and 3.1% in 2012 (FME, 2011; National Assembly, 2012). The general trend of policy atropism is characteristic of the wider governance environment owing to poor institutional capacity to set up efficient monitoring mechanisms. Yet, with respect to gender policy it is worsened by a pervading culture of male dominance in private and public spaces reinforced by a predominantly patriarchal belief system that combines to generate gender bias in institutional behaviour (Imam, 2009; Para-Mallam et al. 2011).

There are indications of positive change, as a result of growing sensitization and responsiveness by Federal and state governments, international and indigenous NGOs and some religious bodies on the importance of girls' education and women's empowerment for the purpose of socio-economic development. Notwithstanding, in most northern states increases in girls' enrolment, completion and progression have

been marginal and early marriage, gender-based violence and son preference in relation to educational access and social opportunities are still common.

TEGINT in Nigeria worked in 72 schools across eight states and three geo-political zones. The project engaged with between four and 12 schools per state. In the **North Central Zone**, the project worked in the Federal Capital Territory (Abuja), Niger, Plateau and Nasarawa states. Abuja is the fourth largest city in Nigeria and constant population influx into the **Federal Capital Territory** makes it a melting point of ethnic and religious groups and poses the increasing challenge of congestion in schools, particularly in basic education. FCT has the highest proportion of private schools among all TEGINT states. In the 2009/10 academic session, FCT still had the highest gross female enrolment ratio at public primary (49%) and junior secondary schools (47.4%) among all the project states. FCT also has the highest number of graduate primary and JSS school teachers (FME, 2011), the majority of whom are female. In the 2010 Nigeria Education Data Survey, 36% of parents/guardians surveyed were unable to read (NPC, 2011).

Nasarawa state has a mixed Christian and Muslim population sparsely spread around the countryside. High levels of absolute rural poverty (around 60%) contribute to low enrolment rates. There is a strong dependency on child labour for subsistence farming

and hawking which contributes to high rates of truancy and drop-out. Public primary school girls' enrolment improved slightly from 43.5% in 2005/6 to 45.2% in 2009/10; JSS enrolment remained the same. In the 2010 Nigeria Education Data Survey, 35% of parents/guardians surveyed were unable to read (NPC, 2011)

Sharia law is in place in **Niger** state which is predominantly Islamic. Niger has a poor track record in primary and secondary school enrolment for boys and girls (UNDP, 2007). Nevertheless, girls' enrolment in public primary schools increased from 37.8% in 2005/6 to 40.6% in 2009/10 and at JSS from 33.9% to 35.3% respectively. Niger has the highest rate of primary school pupil absenteeism (NPC, 2011). In 2010, 63% of parents/guardians surveyed were unable to read (NPC, 2011).

Plateau state comprises a predominantly Christian with a sizable Muslim population. Subsistence agriculture and mining are major occupations among men, women and children. Successive state governments have put measures in place to address low educational attainment but have not been able to sustain or consolidate gains resulting in low attainment rates, particularly for girls. Girls' enrolment in public primary schools increased marginally from 47.8% in 2005/6 to 48.3% in 2007/8. However, girls' enrolment in JSS declined from 49% to 44% over the same

period. Ethno-religious crises have led to the de-population of rural areas. Plateau has a higher than national prevalence of HIV infection at 7.7%. In 2010, 27% of parents/guardians surveyed were unable to read (NPC, 2011).

In the **North-East** geopolitical zone, **Bauchi** state has a mainly rural, agricultural and Muslim population. Poverty remains high and basic education indicators show that enrolment, attendance and transition remain generally low. In 2009/10 girls' enrolment in public primary schools was 41.3%. Since 2010 the state (as many other northern states) has witnessed a significant amount of unrest due to ethno-religious conflict and insurgency. Regular school activities have sometimes been disrupted during crisis periods. In 2010, 72% of parents/guardians surveyed were unable to read (NPC, 2011), the highest of all TEGINT states.

Gombe also has a majority Muslim population. Girls' enrolment in public primary schools improved marginally from 41.7% in 2005/6 to 42.5% in 2009/2010 (FME, 2011). However absolute primary enrolment figures for girls and boys declined over the same period from 150,018 to 147,585 for girls and 210,165 to 199,446 for boys. Girls' enrolment in public JSS increased from 31.7% in 2005/6 to 38% in 2009/2010 (FME, 2011). To boost rural school enrolment in 2011 the state government employed 1000 additional graduate teachers, 40% of whom were women, and posted them to rural areas.

However, many succeeded in transferring back to urban centres. In 2010, 59% of parents/guardians surveyed were unable to read (NPC, 2011).

In the **North-West** geopolitical zone, **Kaduna** has a majority Muslim population with Sharia law operational in some parts of the state. The state has a long history of educational participation and prides itself as being the 'centre of learning'. Total enrolment in public primary schools in 2009/2010 was 151,747 pupils; 45% were girls. In public JSS, girls comprised 41.4% of total enrolment. In the 2010 Nigeria Education Data Survey, 42% of parents/guardians surveyed were unable to read (NPC, 2011).

Katsina state comprises Muslim Hausa and Fulani farmers and cattle rearers. It has one of the lowest primary and secondary school enrolment rates in the country. Female public primary and JSS school enrolment ratios were 38.9% and 33.6% respectively in 2009/2010. Girls' education has received much attention recently as primary schools exclusively for girls are being established by the state government. A School Bus scheme seeks to prevent and reduce cases of gender-based violence. To facilitate government policies effectively, the office of the Special Adviser on girls' education was established to coordinate special intervention projects. In 2010, 71% of parents/guardians surveyed were unable to read (NPC, 2011).

3. Findings

3.1 Gender equality in schooling

The Endline Study assessed the strength of the overall project intervention and three sub-components (girls' clubs, teacher training and support to school management). The Intervention Index summarised the strength of the inputs by state, location and school type. The results show a narrow range for the Index, from 0.67 in Plateau state (state where research indicates the strongest intervention took place) to 0.55 in FCT (relatively weaker overall intervention). There is no significant difference between urban and rural schools. The narrow range evidences the equitable distribution of inputs across all project states. By sub-component, teacher training inputs seem to have been the most intensive.

To ascertain changes to gender equality in TEGINT schools the research compiled the school Gender Profile score, as constructed for the TEGINT baseline research. The Gender Profile is made up of school administrative records data on enrolment, attendance, progression and completion. The number of schools comprising each data set varies due to improved but relatively poor access to and quality of education data at school and local government level across many states.

The gender parity index (GPI) in **enrolment** at primary and junior secondary schools overall increased significantly from 0.66 in 2008 to 0.82 in 2012. The increase is higher in urban schools and in secondary schools. Overall, a higher proportion of girls are now enrolled in TEGINT schools than four years ago. The GPI and actual increases in enrolment have been highest in three states: Bauchi, Gombe and Katsina. Girls' primary school enrolment also increased in Niger state, and secondary enrolment increased in Kaduna state. The 177% increase in girls' secondary school enrolment in TEGINT schools in Katsina state is outstanding. These improvements contributed to a significant 25% increase in the GPI enrolment at primary level and a 60% GPI increase at secondary level.

The pattern of change in girls' **attendance** is somewhat irregular: the percentage of girls attending as a proportion of those enrolled on the census day increased marginally across all states from 90% to 91% in 2012 with significant improvements in Gombe and Plateau. Attendance in Bauchi and Niger states have declined, despite these states having higher levels of enrolment now compared to 2008. The slight increase in the GPI attendance overall is due to increased attendance among girls in rural primary schools.

Given the significant increases in enrolment in many TEGINT secondary schools, the decline in the GPI for **progression** in secondary schools suggests that the withdrawal of girls from school due to early marriage, pregnancy and domestic labour may persist (Table 3 and also Table 4). This decline may also reflect the recent upsurge of violent conflict and insecurity in parts of northern Nigeria, especially Plateau state since 2010. Only Gombe, Katsina and Kaduna states witnessed an increase in the GPI for progression. Nevertheless, the significant increase to gender parity in secondary completion from 0.75 to 1.02 during the same period evidences that a high proportion of girls are completing (i.e registered to sit) their final JSS examinations.

In project primary schools **attainment** (exam pass rates) has increased overall by 6%, from 77% in 2008 to 83% in 2012. Across all schools and all states the GPI passing exams is 1.24, with advancements in four states (Kaduna, Katsina, Nasarawa and Niger) for which data was available[1].

By states, it is clear that Katsina in the North-West and Gombe in the North-East, despite their different socio-economic conditions and contexts, have seen the most improvements in girls' educational access and performance.

The **Gender Profile** score, the composite indicator of administrative data on enrolment, attendance, progression and attainment for both primary and secondary schools improved overall from a mean score of 0.88 in 2008 to near parity at 0.93 in 2012 (Table 3).

1 There was no endline data in exam entry for Nasarawa State and no baseline exam pass data for FCT.

Table 3: TEGINT schools' Gender Profile score

	Baseline		Endline
Primary schools			
Gender Profile Score	0.91		1.02
GPI enrolment	0.79		0.93
GPI attendance	0.97		0.98
GPI progression	0.91		1.10
GPI exam entry	1.04		1.13
GPI exam pass	1.25		1.24
Secondary schools			
Gender Profile Score	0.83		0.85
GPI enrolment	0.47		0.70
GPI progression	0.90		0.88
GPI completion	0.75		1.02
GPI performance	1.06		1.00
All schools			
Urban	0.89		1.02
Rural	0.87		0.89
Overall	0.88		0.93

The greatest change in gender profiles occurred in urban areas where the score rose from 0.89 in 2008 to 1.02 in 2012. It is noteworthy that improvements were recorded in all areas measured, for primary and secondary schools and for schools in rural and urban areas.

Key Finding 1: Gender Equality in Schooling

Gender parity in enrolment and completion has increased by 15% to near parity overall since 2008 in TEGINT primary and junior secondary schools. In project primary schools exam pass rates have increased by 6% enabling more girls to transition into secondary school. These achievements contribute to the school Gender Profile score increase from 0.88 in 2008 to 0.93 in 2012.

3.2 Girls' empowerment

The Girls' Empowerment Index was developed for the endline study to compile information that illustrates changes in girls' confidence and capacity and assess whether and how project interventions, teacher qualifications and school management contribute towards girls' empowerment. The Index is comprised of: (i) the range of obstacles and solutions to schooling identified by girls; (ii) knowledge and attitudes about HIV/AIDS; (iii) knowledge and attitudes to gender equality; (iv) girls' confidence in dealing with gender-based violence.

Girls' views on the obstacles and solutions to achieving their educational aspirations identified in 2012 were compared with those that girls had identified in 2008. In the endline survey, girls in all the project states identified a greater number and broader range of obstacles to their education than they did in the baseline. However, the percentage of girls who identified potential obstacles to their educational aspirations decreased overall and in each category including, interestingly, in those areas most mentioned in the baseline: poverty, early marriage, parent withdrawal from school and pregnancy. In the endline study the percentage of girls citing these four barriers declined by 41%, 13%, 17% and 24% respectively (Table 4).

Table 4: Girls' perceptions of obstacles and solutions to achieving their desired level of education

	Baseline % who mentioned (N=605)	Endline % who mentioned (N=629)
Obstacles		
Poverty	69	30
Early marriage	41	28
Parents withdraw from school	34	17
Ill health	40	16
Lack of facilities (including teachers)	30	7
Pregnancy	29	16
Distance from school	18	7
Old for class	8	5
Bad experiences at school	Not included as a category in baseline	1
Other: Failure in final exam	Not included as a category in baseline	1
Other: Distractions associated with friendships or sexual relationships	Not included as a category in baseline	1
Solutions		
Sponsorship	80	28
Stop early marriage	56	24
Enlightenment of parents	56	22
Sexual and reproductive health education	56	16
Abolish fees and levies	60	13
Provision of facilities	42	13

The range of obstacles identified by girls increased from the baseline to the endline, although fewer girls report obstacles and solutions. Clearly the same barriers and means of overcoming them exist for some girls. Girls in Katsina mentioned the highest number of obstacles in both the baseline and the endline study. This information may indicate that girls' empowerment levels have increased such that they no longer feel that early marriage, pregnancy or parents withdrawing them from school constitute obstacles to their education, which in turn may be a result of increased awareness and support to girls from parents and school authorities as well as girls' own positive views of their future. Given the locations of the project sites, in mostly rural and marginalised schools, it is less likely that the data suggest these obstacles no longer exist. The main solutions given to overcome the obstacles remain the same, as sponsorship and stopping early marriage.

Girls' responses to a range of questions on HIV/AIDS and gender equality indicate that a variety of topics have been covered in TEGINT training and awareness-raising. The majority of girls in TEGINT schools confirmed knowing about how HIV is transmitted (64%) and prevented (53%) and understand that a healthy looking person could be HIV positive (68%). In addition, 52% showed an inclusive attitude to community members with HIV. Project findings compare very favourably with those of the 2010 Demographic and Health Survey, which revealed that an average of 53% of girls aged 15-19 nationally knew about HIV transmission modes, 56% knew about prevention, 60% understood that a healthy looking person could be HIV positive and only 48% had inclusive attitudes.

However, only one quarter of girls overall knew about where they could get help (23%) or where the nearest counselling and testing unit is located (21%) or understood about condom usage (42%). In the North-West states girls in TEGINT schools had the highest levels of HIV knowledge and high scores for attitudes and behaviours towards HIV/AIDS. However, in other states this correlation is not in evidence, indicating that HIV knowledge does not necessarily translate into behavioural change.

The majority of girls in TEGINT schools confirmed that they had received a range of information about women and girls' rights, with the highest self-reports of information received from the project in Katsina state.

In all states the majority of girls demonstrated positive gender attitudes. **85% of girls affirmed that girls have an equal right to education** and 83% said that girls should be supported to pursue any career they wish. More than three-quarters said that gender inequality should be ended.

Again, gender knowledge does not always correlate with positive gender attitudes. Girls in Katsina report receiving information on girls and women's rights (and do well in schools' gender profile score) but only 46% said that a girl can lead a school as well as a boy, and 32% (the lowest of all states) said that women can engage in politics on equal terms to men.

The study examined girls' views on violence and bodily integrity. It is encouraging that most girls expressed confidence to challenge gender-based violence (73%) and affirmed women's rights to bodily integrity (60%). **88% said that a teacher who has a sexual relationship with a pupil should be dismissed and never allowed to teach again.** The study also asked girls how they would respond if a friend at school was sexually assaulted near school. It is progressive that very few (12%) would tell no one. Over 40% of girls would tell a family member and over a third would tell a teacher (Table 5). This compares to relatively few who would tell no one or tell the Village Chair. The very low figures for reporting to the Village Chair contrast noticeably to adults responses to the same question, one third of whom would report to the Village Chair (Table 10). This may represent young people's relative lack of confidence in traditional mechanisms for redress and/or their social distance from community leaders.

Table 5: Girls' responses to gender-based violence

Action	Total
Tell mother / father / guardian	**40.9%**
Tell teacher	**34.6%**
Tell a friend	**28.0%**
Tell matron of girls' club	**22.5%**
Tell police	**16.3%**
Tell village chair	**0.7%**
Tell close relatives	**1.3%**
Tell no one	**12.2%**

Disaggregating reports by state, girls in Kaduna, Katsina, Nasarawa, Niger and Plateau states exhibit the highest levels of confidence to report violence. Girls here are the least likely to tell no one (0.5% overall) and highly likely to inform a parent or teacher. In most states where girls have higher than average scores for gender knowledge, they are also confident to challenge and report violence.

The Girls' Empowerment Index compiled data on what girls' said about obstacles, solutions, knowledge and attitudes. The closer the indicator is to 1.0, the greater the level of empowerment. The overall index for girls surveyed is 0.51 (Table 6). Katsina, Nasarawa, Kaduna and Niger states had the highest girls' empowerment indices at 0.64, 0.55, 0.54 and 0.54 respectively. The majority of TEGINT schools in Katsina are located in semi-urban/urban communities, unlike all other project states. This is likely to have an effect on the results across the categories of analysis. Project schools in FCT, despite being in the state with the capital city, are located in rural and remote communities, within a state with relatively high levels of inequality.

Girls' empowerment seems to increase with the degree of exposure to urbanisation, suggesting that greater exposure to sources of information, media, social capital and other factors may well have a

direct effect on empowerment. This finding is similar to the baseline proposal that girls being able to see alternatives may be very important in expanding their critical awareness and ability to strategise for solutions.

Table 6: Girls' Empowerment Index

State	Mean Index of girls' empowerment
Bauchi	0.416
FCT	0.433
Gombe	0.452
Kaduna	0.543
Katsina	0.642
Nasarawa	0.549
Niger	0.536
Plateau	0.453
Location of schools	
Rural	0.478
Semi-Urban	0.548
Urban	0.626
Total	0.507

PHOTO: CHRIS MORGAN/GCE/ACTIONAID

The endline study surveyed members and non-members of girls' clubs. More girls' club members than non-club members cited obstacles and solutions to their schooling overall, and girls in clubs were particularly more vocal about solutions. Among members, by far the majority (84%) joined the club due to benefits of being a member including fun activities, new knowledge, learn skills, material help. A minority (25%) joined because their friends are members and the same proportion because they were told to join by a teacher (Table 7).

Table 7: Girls' reasons they think girls' clubs have helped them

	Girls in clubs %	All girls (in and out of clubs) %
Learning about gender, girls' rights, HIV, violence	48	30
Having fun	41	26
Confidence	36	23
Reading & writing skills	32	20
Material things	29	19
Friendship	27	17
Learning other skills	26	17
Exchange visits	22	14
Money raising skills	20	12
Other	24	15

Girls in and out of clubs remarked that the girls club has helped them with learning about gender, girls' rights, HIV/AIDS and violence (30%), having fun (26%) and confidence (23%). Unsurprisingly the reports were significantly higher and wider ranging among girls in clubs, although the clubs work to share learning about gender and HIV/AIDS and to increase girls' confidence is a project achievement.

Girls in clubs in rural schools demonstrate higher levels of empowerment than girls not in clubs in rural schools (no relationship in urban schools). These girls demonstrate better knowledge on HIV and gender equality and greater levels of confidence to speak out against gender inequality and challenge violence than other girls. The research also suggests that academic achievement has not generally been used to select girls to the clubs, because the average class position of a girls' club member is 25th in a class of 100, while the average position girls not in clubs is 23rd. Although this data

is not robust (due to the small sample size) it can be used to serve as a baseline for future investigations into the relationship between girls' club membership, activities and academic performance.

Key Finding 2: Girls' Empowerment

The same major obstacles and solutions to schooling exist for girls now as in 2008: poverty and early marriage, solved by sponsorship and stopping early marriage. Girls' levels of empowerment are good but range between states, with girls' in the North-West showing higher levels of empowerment than girls in other zones. Girls benefit from clubs through learning about gender and girls' rights, having fun and gaining confidence. Girls who are members of clubs demonstrate better knowledge of gender equality and HIV/AIDS and greater levels of confidence to challenge violence.

3.3   Teaching and teachers

The pupil: teacher ratio improved considerably between 2008 and 2012 from 84:1 to 64:1 overall in project schools. The ratio decreased in junior secondary schools however it increased in primary schools. The greatest positive change took place in Katsina and Kaduna states. Here, the reduced ratios indicate that more teachers have been deployed and class sizes are becoming more manageable.

The main characteristic of the change for teachers between baseline and endline is an enhancement of qualifications: while the proportion of teachers with OND and HND/degree at the baseline was 85%, at endline the proportion increased by 7% to 92%.

PHOTO: CHRIS MORGAN/GCE/ACTIONAID

Table 8: Teacher qualifications

| Qualification | % teachers with qualification at Baseline | | | % teachers with qualification at Endline | | |
	TSC 2 (SSCE GCE)	OND	HND, Degree (Diploma)	TSC 2	OND	HND, Degree
Bauchi	24	69	7	2	96	2
FCT	0	67	33	11	51	38
Gombe	47	51	2	58	30	12
Kaduna	6	71	24	14	53	34
Katsina	0	88	12	27	43	30
Nasarawa	18	72	11	17	33	50
Niger	21	53	26	19	60	21
Plateau	11	65	24	12	6	82
Total	15	71	14	7	82	10

Plateau and Nasarawa states have the highest level of qualification improvement to the HND/Degree level from baseline to endline. Nasarawa moved from 11% to 50%, while Plateau moved from 24% to 82% of teachers with an HND or degree. This high improvement in Plateau may be linked to the teacher enhancement program that the government encourages through promoting and supporting holiday training programs for teachers. In other states teacher qualifications changes varied.

Disaggregating qualifications by sex and school level shows that while there was an improvement in

the male and female HND/Degree qualification from baseline to endline at the primary school level, the reverse is the case at the JSS level. For example, more male teachers in TEGINT primary schools have an HND or degree than males in project secondary schools. This implies that teacher qualifications are increasing at primary school level without an adequate increase in average qualifications among secondary school teachers.

The Teacher Qualification Profile was developed as a composite indicator based on these data. The Profile was correlated with the Girls' Empowerment

Index and its sub-components. There is a surprising lack of statistically significant relationship between teacher qualifications and girls' empowerment and between teacher qualifications and a school's gender profile.

A Teacher Engagement Index attempted to broaden our understanding of teachers' capacity and performance in school looking beyond qualifications observing the extent to which teachers had been able to put TEGINT training in participatory methods, HIV and gender into practice. Training in participatory teaching methods provided to teachers in TEGINT schools sought to enhance girls' learning experience by making teaching in the classroom setting child centred rather than teacher-centred and thereby stimulate girls' interest and increase their chances of participating in the learning process.

Teachers in all TEGINT states were exposed to training in participatory methodologies, gender and HIV/AIDS with the intervention being strongest in Gombe and weakest in Bauchi. In all states the Teacher Engagement index was closer to 1. Teachers in Katsina demonstrated the highest level

of engagement in putting participatory methods into practice while in FCT they seemed to be weakest. These two states also had the highest and lowest combined mean scores for the teacher training intervention as well as the strongest and near weakest levels of girls' empowerment. This may indicate a relationship between teacher engagement and girls' empowerment, but the data is insufficient to corroborate this definitively.

Key Finding 3: Teachers and teaching

There has been a marked improvement in the pupil: teacher ratio from the baseline to the endline. Teachers' qualifications, especially among teachers in primary schools, have improved since 2008. High quality, engaged teachers are critical to girls' education however the research does not imply that qualifications alone matter to girls' performance in school. In fact, a broader notion of teacher engagement, including the extent to which teachers are able to put training into practice, may have a greater contribution to girls' education.

3.4   School management and community mobilisation

The TEGINT project delivered training to School-based Management Committee (SBMC) and community circle members on education rights, gender equality and HIV/AIDS, as well as aspects of school management including budget tracking, school development planning, fundraising and advocacy. The research uncovers the changes in composition and attitudes among groups and how these changes may relate to the project's interventions.

The Gender Management Profile was developed as per the baseline research to assess a range of activities by the SBMC and their actions in support of girls' education. A score closer to 1 indicates better management performance. The GMP increased overall from 0.40 to 0.53 (Table 9).

PHOTO: CHRIS MORGAN/GCE/ACIONAID

Table 9: Gender Management Profile

State	Baseline GMP	Endline GMP	Change in the mean GMP (%)
Bauchi	0.51	0.42	-9%
FCT	0.53	0.42	-11%
Gombe	0.38	0.61	23%
Kaduna	0.63	0.54	-9%
Katsina	0.39	0.60	20%
Nasarawa	0.67	0.59	-7%
Niger	0.46	0.47	1%
Plateau	0.27	0.63	36%
Total	0.46	0.54	8%

The table evidences overall increases in schools' capacity to take action on issues affecting girls' education, with significant management improvements in Plateau, Gombe and Katsina states. The Intervention Index shows that the project intervened strongly on SBMC support in Plateau (though not notably in the other two states with strong GMPs). At the same time, there have been declines in schools' gender management profiles in four states, notably FCT where the research also uncovers relatively low level of intervention for SBMCs and low levels of girls' empowerment.

A related aspect of school management that was assessed is the extent to which the school responded to incidences of gender-based violence. In this case the main elements of management were identified

as the SBMC, Head teacher and community circle members. Each of these groups was asked: (i) if there were any reports of violence against girls in 2011; (ii) what actions had been taken.

Only 11% of Head teachers, 13% of SBMC members and 8% of community circle members affirmed any reports of violence in the year 2011 and those affirmations were consistent where they were made. Of those reporting violence, nine schools mentioned actions that had been taken denoting either a continued low level of sensitivity, denial or reluctance to divulge details of violence to researchers.

The findings show a wide range of responses to cases of violence but a slight predominance of the use of formal mechanisms (Table 10). One third of SMBC

members (33%) and community circles (29%) referred cases to village authorities, while head teachers opted for referral to the SBMC (75%). The SBMC members noted that cases are referred to them, and also affirm the use of expulsion (44%) or suspension (33%) tactics to deal with in-school perpetrators. By contrast, 50% of head teachers resorted to warnings, 38% to police or legal redress and a quarter acted to improve school security, giving out fines to perpetrators and counselling parents. Overall, **the SBMC, Village Chair, parents and, to a lesser extent, the police are likely to be involved in responses to gender-based violence in and around schools.** The relatively high note taken of counselling also suggests some psycho-social support given to girls and their families. Encouragingly, no school managers' reported ostracising or sending away the victim.

PHOTO: CHRIS MORGAN/GCE/ACIONAID

Table 10: How school management groups report gender-based violence

	% schools where SBMC mention specific action taken on gender based violence	% community circle members mention action	% schools where head teacher mentions action
Report to Village Chair	33	29	38
Report to SBMC	33	14	75
Expulsion	44	7	0
Suspension	33	14	13
Physical punishment	22	14	13
Warning	22	21	50
Improve security	11	21	25
Counselling	22	21	88
Perpetrator sent away	0	7	13
Perpetrator ostracised	0	7	0
Victim sent away	0	0	0
Victim ostracised	0	0	0
Fine (community)	0	7	25
Police/legal redress	22	14	38
Religious sanctions	0	14	0
Forced to marry	0	0	13
Other	22	7	25

Comparing the Gender Management Profile scores and the Intervention Index for schools, the research shows that **schools taking more action on girls' education have received the most intensive intervention from the project.** When broken down into intervention areas the relationship with teacher training and support to SBMCs is strong. This indicates that teacher and SBMC capacity development actions make a positive difference to schools' gender sensitivity and responsiveness to the needs and rights of girls' in school.

The relationship between girls citing more solutions to overcome their obstacles to education and

increases in the gender management profile of the school is very nearly statistically significant. This indicates that improvements to schools ability to take action on girls' education may affect girls' capacity to find solutions to help them continue their schooling. The tenuous link requires further investigation but indicates a positive relationship.

Comparing community members' knowledge and attitudes to HIV/AIDS and gender equality, the data reveals that there is still some generation gaps between adults and children's knowledge and attitudes as surmised by the baseline research (Table 11).

Table 11: Community members and girls' knowledge and attitudes on HIV/AIDS and gender

Question	% answering correctly, or with positive attitudes that challenge gender or HIV discrimination and violence	
	Community Circle members	**Girls**
Knowledge and attitudes to HIV		
A healthy looking person can have HIV or AIDS	88	68
HIV or AIDS can be transmitted by mosquito	78	43
HIV or AIDS can be prevented by using condoms	67	42
HIV or AIDS can be prevented by limiting sexual intercourse to one uninfected partner	87	72
Inclusion and tolerance to community members with HIV	81	52
Inclusion and tolerance to family members with HIV	55	28
Knowledge and attitudes on girls and women's rights		
Girls can lead a school as well as boys	57	48
Women can engage in politics on equal terms as men	81	66
Girls should be supported to take any career they wish	96	83
A woman driving a truck should be respected	64	54
Girls and boys have an equal right to education	96	85
Gender inequality should be ended	80	76
Women's rights to refuse sex if husband infected	72	65
Women's rights to request condom if husband infected	79	54
Attitudes to violence		
It is not okay for teachers to whip a girl who comes late to school because she was caring for a sick relative	71	72
Teachers who have a sexual relationship with a school pupil should be dismissed and never be allowed to teach again	85	88
It is not a girls fault if a man or boy makes unwanted sexual advances towards her	59	58
Girls should be allowed to return to school after giving birth	96	76

Community members record higher and more positive responses overall than girls. However, girls are more likely to have inclusive and positive attitudes on girls' and women's rights than on HIV/AIDS, indicating that continued stigma and silence around HIV may be limiting girls' receipt and/or absorption of this information. In fact, several **girls' responses on gender, namely on girls and boys equal right to education and ending inequality are highly affirmative** and similar to adults' responses. Attitudes to violence are also broadly similar among girls and community circle members, with the majority of both groups stating that it is not acceptable for a teacher to use corporal punishment or have a sexual relationship with a pupil. Nearly all adults and over three quarters of girls also affirm that a girl should be able to return to school after giving birth. These attitudes were scarce in the baseline research, which noted troubling silences and a lack of understanding of gender inequalities and violence.

Key Finding 4: School management and community mobilisation

TEGINT schools' capacity to take action on issues affecting girls' education has increased since 2008. Schools taking more action on girls' education have received the most intensive intervention from the project, especially for teacher training and SBMC support. Girls and community members share the view that it is not acceptable for a teacher to use corporal punishment or have a sexual relationship with a pupil. This indicates that awareness and attitudes have moved away from silence and disavowal towards understanding and rejection of violence against girls although this is a long process.

3.5   School funding

Basic education in Nigeria is nominally free as stipulated by the 2004 UBE Act. However, the baseline research evidenced a wide range of charges being made by many project schools with a wide variation in the amount charged and reason for the charges between states. The research established a detrimental effect of school levies on girls' attendance and progression in schools.

The endline research shows that charges are still being made to parents across many states and schools. There are remarkably consistent confirmations on the status of levies charged in TEGINT schools with three quarters of all respondents saying that levies have stayed the same since 2008 and around one quarter saying that they have gone up (Table 12).

QUALITIES OF A GOOD TEACHER

T - Tolerant
E - Efficient
A - Affectionate
C - Current
H - Honest
E - Effective
R - Reliable
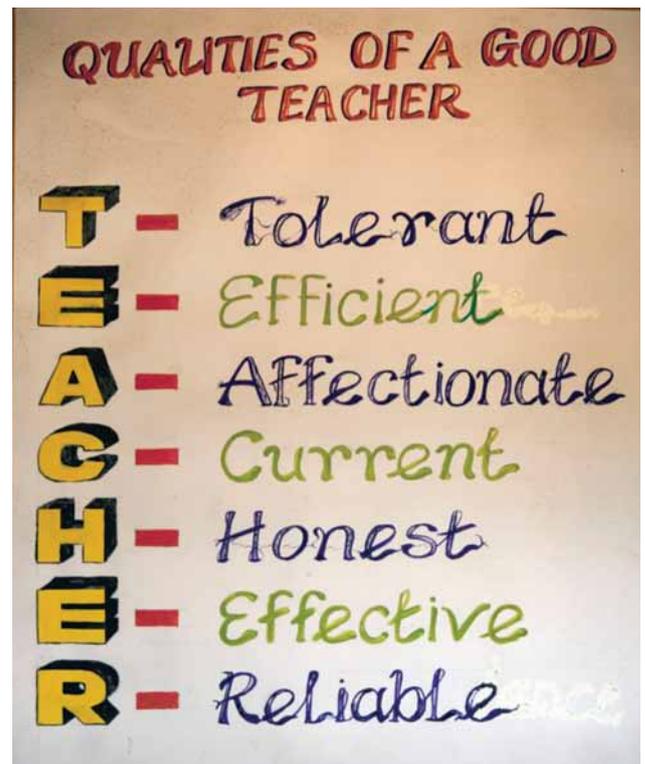
PHOTO: KATE HOLT/SHOOT THE EARTH/ACTIONAID

Table 12: Perceptions of change in levies charged by schools

	SBMC	Head Teachers	Girls
Levies gone up	19%	22%	22%
Levies gone down	7%	3%	1%
Levies stayed the same	74%	75%	71%
Unclear (by school)	n/a	n/a	6%
Total	100%	100%	100%

Overall, 97% of head teachers, 93% SBMC members and 93% of girls said levies have either stayed the same or increased. There are some zonal differences of opinion regarding changes to levies. In the North-West, Kaduna state respondents gave the most consistent and affirmative response that levies had increased since 2008 (64% girls, 58% head teachers and 46% SBMC members agreed), while in Katsina, the clear majority of all respondent groups stated that levies had stayed the same.

In the North-East, the majority of respondents in both Gombe and Bauchi agreed that levies had stayed the same since 2008, except for a notable proportion of girls (40%) across the two states who stated that levies had increased.

In the North-Central zone, in Nasarawa, 75% of head teachers and 50% SBMC members attested to an increase, although only 18% of girls corroborated this (most girls in the state said that the levies had stayed the same). In FCT, Niger and Plateau states there was disagreement about fluctuations to charges. Overall there is consensus that charges had stayed the same, although 50% Head teachers in FCT and 51% girls in Plateau contested that they had increased.

Overall, it is in Kaduna and Nasarawa states where reports of increasing levies are most common. In both these states the gender profile score decreased between the baseline and endline studies.

The most frequently mentioned reason for levies going up is due to increases in school running costs because school development plans are more ambitious. However, inflation, a reduction in the government development grant to school and a reduction in the subvention to school all contribute to increased charges to parents for their children's schooling. Among the minority who said that levies had declined, 50% of SBMC members said it was because they had made demands associated with the right to free education.

Key Finding 5: School funding

Despite the legal framework, basic education is still not free for many parents and children. Levies have not reduced over time: over 90% of SBMCs, head teachers and girls state that levies have either stayed the same or increased since 2008. This has considerable implications for girls striving to reach their educational aspirations yet experience poverty and continue to demand the abolition of charges.

4. Conclusion

The Transforming Education for Girls project has worked in complex and challenging environments in Northern Nigeria where education and socio-economic conditions vary considerably. The researchers experienced an improvement in the availability of school administrative data in TEGINT schools. However, as observed in 2008, an enormous amount of work still needs to be done to advance the storage, accessibility, reliability and quality of education data at the LGEA level.

Nevertheless, the endline study findings underscore of number of interesting patterns and trends associated with TEGINT interventions. The five key findings are:

1. Gender parity in enrolment and completion has increased by 15% to near parity overall since 2008 in TEGINT primary and junior secondary schools. In project primary schools exam pass rates have increased by 6% enabling more girls to transition into secondary school. These achievements contribute to the school Gender Profile score increase from 0.88 in 2008 to 0.93 in 2012;

2. The same major obstacles and solutions to schooling exist for girls now as in 2008: poverty and early marriage, solved by sponsorship and stopping early marriage. Girls' levels of empowerment are good but range between states, with girls' in the North-West showing higher levels of empowerment than girls in other zones. Girls benefit from clubs through learning about gender and girls' rights, having fun and gaining confidence. Girls who are members of clubs demonstrate better knowledge of gender equality and HIV/AIDS and greater levels of confidence to challenge violence;

3. There has been a marked improvement in the pupil: teacher ratio from the baseline to the endline. Teachers' qualifications, especially among teachers in primary schools, have improved since 2008. High quality, engaged teachers are critical to girls' education however the research does not imply that qualifications alone matter to girls' performance in school. In fact, a broader notion of teacher engagement, including the extent to which teachers are able to put training into practice, may have a greater contribution to girls' education;

4. TEGINT schools' capacity to take action on issues affecting girls' education has increased since 2008. Schools taking more action on girls' education have received the most intensive intervention from the project, especially for teacher training and SBMC support. Girls and community members share the view that it is not acceptable for a teacher to use corporal punishment or have a sexual relationship with a pupil. This indicates that awareness and attitudes have moved away from silence and disavowal towards understanding and rejection of violence against girls although this is a long process;

5. Despite the legal framework, basic education is still not free for many parents and children. Levies have not reduced over time: over 90% of SBMCs, head teachers and girls state that levies have either stayed the same or increased since 2008. This has considerable implications for girls striving to reach their educational aspirations yet experience poverty and continue to demand the abolition of charges.

A series of research, policy and practice recommendations emerge from these key findings. Those of significant relevance and importance to girls' education include:

- **TEGINT project interventions, namely girls' clubs, SBMC training, Community Circles and teacher training must be sustained and expanded especially in rural areas.** The TEGINT model of community and school structures, working together based on the basis of participation and dialogue to improve girls' education should be adopted and scaled up across all public schools in Nigeria;

- **Federal, State and Local Governments should ensure schools comply fully with the policy directive to establish and operate school-based management committees** and all tiers of government should support the establishment of, and support to, SBMCs. The TEGINT project revealed SBMCs to an effective support structure for improving girls' educational experiences;

- The Federal Ministry of Education and States' Ministries of Education through the **Nigerian Education Management and Information System (NEMIS), should put in place a comprehensive data management system** including a functional digital education database for education planning, resourcing and research. This could be done in collaboration with universities or research institutes;

- **In-service teacher training and support programmes should be prioritised** by the government and education agencies, reviewing and improving recruitment, deployment and support to female teachers in particular;

- **In-depth research on girls' experiences of early marriage, pregnancy and education,** and critical factors that contribute to girls' empowerment and schooling, should be supported to inform improvements to relevant programmes and policies to enable more girls' to achieve their educational aspirations;

- Federal, States and Local Governments should increase funding to the education sector, along with strengthening capacity of government officials, for efficient fund utilisation, that will ensure adequate resourcing of the education and stop all forms of levies and fees at the basic public school level in Nigeria.

- Lastly, given the changing context of northern Nigeria, **research on the gender and educational impact of conflict and insecurity** should be encouraged to better understand, and inform policies that address, the myriad ways in which violence affects girls' and boys' schooling.

Appendices

Appendix A: TEGINT Composite Indices

A. Intervention Index (school level)

A composite index that looks at how 3 main project interventions worked together. The intervention index was calculated from:

Sub-index: Girls' clubs
- how long girls' club has been running (Matron instrument)
- how often it meets (Matron instrument)
- how long exchange programme running and the number of visits arranged (PO instrument)
- number of girls attending last 2 meetings (Matron)
- range of activities covered in girls' club (Matron)

Sub-index: Teacher training
- how long, and how much training in HIV (PO, Head teacher& Teacher instruments)
- how long, and how much training in gender (PO, Head teacher & Teacher instruments),
- how long and how much training in participatory teaching (PO, Head teacher & Teacher instruments)

Sub-index: SBMC support
- how long and how much training for SBMC (PO, SBMC, HT instruments)
- how much training given to community circle (Community circle instrument)

B. Gender Profile

This was used to calculate girls' enrolment, progression and attainment relative to boys comparing the baseline, endline, by state, and in terms of what girls say and other variables.
Primary schools:
- GPI enrolment. Weighted x1
- GPI attendance. Weighted x2
- GPI progression (the proportion of all girls enrolled in a school who are enrolled in P6 compared with the proportion of all boys enrolled in a school who are enrolled in P6). Weighted x2
- GPI exam entry (proportion of girls enrolled in P6 who are entered for the P6 exam compared with proportion of boys enrolled in P6 who are entered for the P6 exam). Weighted x2.

JSS schools:
- GPI enrolment. Weighted x1
- GPI progression (the proportion of all girls enrolled in JSS1 who are enrolled in JSS 3 compared with the proportion of all boys enrolled in JSS1 who are enrolled in JSS 3). Weighted x2
- GPI Completion (the proportion of all girls enrolled in JSS1 who are entered for the exam in JSS 3 compared with the proportion of all boys enrolled in JSS1 who are entered for the exam in JSS 3). Weighted x2
GPI Performance (the proportion of girls entered for the JSS3 exam who pass in all subjects compared with the proportion of boys entered for the JSS3 exam who pass in all subjects). Weighted x 3.

C. Gender Management Profile

This enables calculation of activities of SBMC, Head Teacher in outreach, training, responses to violence, presence of women in key committees; how these have changed relative to baseline, by state, and in terms of what girls say, and other composite variables. This was calculated from:

(i) Interviews with Head teachers
- Work with the following disadvantaged groups in the community on girls' education in 2011:
  - Pastoralists/ nomads
  - Families who have children living with a disability
  - Families who cannot pay school fees
  - Girls involved in hawking or household chores
  - Orphans or vulnerable children
  - Children infected with or affected by HIV/ AIDS
  - Children of internally displaced persons or refugees
- Provision of workshops for teachers, parents and SBMC members on school funding, employing teachers, improving girls' enrolment and attendance and HIV/ AIDS.

(ii) Interviews with teachers
- Averages calculated for all teachers interviewed within each school on the extent to which they had received training on HIV/AIDS and gender and education/ girls' schooling in the last 3 years. Data on the extent to which training received had been put into practice was included.

(ii) Interviews with SBMC members
- Attendance at workshops on: HIV/AIDS, gender, school management, the Millennium Development Goals/ Education for All, reproductive health, budget tracking and resource mobilisation in the last 3 years.
- Work on girls' education with key disadvantaged groups in the community (as listed above for head teachers)
- Action in 2011 in the following areas:
  - Monitoring school enrolments
  - Checking on attendance
  - Monitoring numbers passing exams
  - Checking on gender balance in exam passes
  - Contacting families where children do not attend
  - Ensuring teachers both teach lessons and mark homework
  - Encouraging action on HIV/AIDS and gender equality
  - Other – e.g. providing school lunches

(iii) Interviews with girls
As with data for teachers, averages were calculated for all (usually 10) girls interviewed in each school on the extent to which:
- detailed information on HIV/AIDS had been given (e.g. information on HIV transmission and prevention, use of condoms, where to get help, and stigma and discrimination);

- detailed information on girls' and women's rights had been given (e.g. the right to stay at school, not to be married before 18, to participate in school governing bodies and to hold senior positions within government).

D. Girls' Empowerment Index

A new indicator to bring together information on girls' confidence and allows us to see whether project interventions align with particular levels of girls' empowerment, how gender profiles and teacher qualifications align with girls' empowerment. This was calculated from:
- the range of obstacles and solutions girls identify – weighted;
- knowledge of HIV, attitudes towards HIV (non-discrimination, negotiating safer sex);
- knowledge of and attitudes towards gender equity and violence;
- level of confidence dealing with gender-based violence.

E. Teachers' Qualification profile

Schools were grouped in terms of the proportion of teachers (women and men) with particular levels of qualification. This allowed us to see changes from baseline and relationship with other composite variables.
They were calculated as follows in the baseline:
No. of teachers in the school with qualification 1(SSCE GCE) x1
No. of teachers in the school with qualification 2 (CERT OND) x2
No. of teachers in the school with qualification 3 (Diploma NCE) x3
No. of teachers in the school with qualification 4 (Degree) x4

In the Endline we need to construct these indicators in the same way as the baseline for comparability, but have extra/different categories in the instrument as below. We therefore mapped the following categories onto the baseline categories.
- TSC 2
- OND
- HND
- Degree
- Postgraduate qualification
- Other

F. Teacher Engagement profile

This is a new profile that allows us to see at school level whether teachers have been able to use their training. This was calculated as follows:
- whether and how (i.e. range of activities) teachers report putting HIV, gender and participatory teaching training into practice (Teachers instrument)
- Girls' experience of participatory teaching (Girls' instrument)
- Girls' reports that they have received information on HIV and gender and the range of topics covered (Girls' instrument)

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