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# Nigeria Baseline Primary School Headmaster and Teacher Survey, 2005

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**MEASURE Evaluation**



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# Executive Summary

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This report presents findings from the 2005 Nigeria Education Baseline Primary School Headmaster and Primary School Teacher Survey. The results of the survey serve as a baseline for the Community Participation for Action in the Social Sector Project (COMPASS). It was implemented in the 51 local government areas (LGA) in the states of Bauchi, Federal Capital Territory (FCT), Kano, Lagos, and Nasarawa where the COMPASS project is being implemented. The COMPASS project represents an integration of three previous U.S. Agency for International Development mission in Nigeria (USAID/Nigeria)-funded projects: VISION, BASICS, and LEAP. The purpose of the COMPASS project is to enhance reproductive health and family planning services, as well as to promote child survival and improved literacy. The core idea behind COMPASS is to integrate the health, child survival, and education sectors through the promotion of community coalitions.

Using a representative sample of men and women in the COMPASS target areas as a starting point, the survey teams collected information on all schools in the selected enumeration areas (EAs) used by the selected households' children. The headmaster at each school and one teacher randomly selected from each grade at each school were interviewed. The objective of this report is to present a set of indicators that are used by COMPASS and USAID/Nigeria for monitoring program performance. Data from the baseline education report will be used to set program targets, as well as measure changes in education indicators resulting from the COMPASS project's interventions. Further, the results of the baseline survey may also be used to redirect efforts or increase levels of interventions in selected areas, based on the needs of schools in COMPASS project areas.

Chapter 1 of the report presents an overview of education in Nigeria, describes survey objectives and methods, and provides descriptions of the survey instrument and limitations. Chapter 2 addresses school infrastructure, amenities, and education services provided. Chapter 3 provides information on the quality of education in primary schools, including teacher training, record keeping, and supervision. Chapter 4 presents findings related to male versus female student enrollment and gender equity in schools. A total of 882 schools were selected for an interview; 4,490 teachers from within those schools were also interviewed. Key findings of the baseline school survey are provided below.

## Education Services

- Over 60% of the school sample is public composed of primary schools.
- About eight in 10 primary schools provide morning shifts and 13% of sampled primary schools provide both morning and afternoon shifts.
- Over 90% of the primary schools sampled offer English, mathematics, science, physical education and health, and religion instruction.

## School Amenities

- Less than 40% of sampled primary schools have both a protected water source and latrines or toilets.
- Urban areas are more likely to have a protected water source and latrines or toilets.
- Forty percent of primary schools have a clean water source and allow free access to the students.
- More private or military primary school headmasters report clean water and

free access than public primary school headmasters; more urban primary school headmasters report clean water and free access than rural primary school headmasters.

### **School Materials and Resources**

- Less than 15% of sampled primary school headmasters report practicing interactive radio instruction (IRI); over 90% report having a parent-teacher association.
- Only 26% of headmasters report having a library at school.

### **Health-Care Amenities and Health in the Curricula**

- Over 58% of public primary school headmasters and 49% of private primary school headmasters report giving immunizations at school.
- Only 6% of headmasters sampled report clean water, latrines or toilets, health in the curriculum, records of teachers' referrals of students to health facilities, and child health cards or records showing immunizations, supplementation of micronutrients or de-worming given at school.
- No rural primary school headmasters report having all of the following: clean water, latrines or toilets, health in the curriculum, records of teachers' referrals of students to health facilities, and child health cards or records showing immunizations, supplementation of micronutrients or de-worming given at school.

### **Teacher Training**

- Seven out of 10 teachers report having a college degree in education.

- Approximately two out of 10 teachers report having either an National Certificate of Education in Primary Education Services (NCE [PES]) or NCE (other) qualification.
- About eight out of 100 teachers report attending the Annual Teachers Conference.
- Teachers in schools located in urban areas are more likely to report attending any in-service training.

### **Classroom Infrastructure, Materials, and Resources**

- Twice as many private or military primary school classrooms have basic infrastructure and furniture than do public schools: 62% versus 33%.
- Less than 2% of all headmasters report having basic instructional materials.

### **National Standards, Record Keeping, and Supervision**

- Less than 3% of public primary schools and 8% of private primary schools meet the four National Service Standards.
- About nine out of 10 teachers report being supervised in the last six months.

### **Gender Equity**

- Over 65% of primary schools report girl-friendly educational services.
- Attendance rates for male versus female students are similar: 39% vs. 38%.
- The overall gender parity index is equal to 0.96 for students 6-14 years of age and 0.94 for students aged 6-11 years.

# Chapter 1. Introduction

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## The Nigerian Education Context

With an estimated population of 129 million (World Bank Group, n.d.), Nigeria is the most populous country in Africa, and the tenth most populous in the world. Like most countries, Nigeria continues to develop an educational system that is equitable and accessible to all. Results from recent surveys suggest that much is being done in the way of promoting attendance and rectifying gender disparities at all levels. From 1990 to 2003, rates of primary school attendance increased in Nigeria in moderation, although the rates at secondary levels remained low. Further, results from the surveys suggest that educational attainment in general was moderate, but considerable gender disparities exist in literacy among adults (NPC & ORC Macro, 2004). As well, many of the children attending primary school in Nigeria are outside the official age range (e.g., older than 11 years), which can have a tremendous impact on the educational system infrastructure, planning, and the overall atmosphere in the classroom for all students.

## COMPASS and MEASURE Evaluation's Role

In 2004, USAID/Nigeria awarded Pathfinder International and its partners a five-year contract to assist USAID in developing a strategic framework for integrating and developing child and reproductive health and education programs in Nigeria. Collaborating partners under COMPASS include Johns Hopkins University/Center for Communication Programs (JHU/CCP), Creative Associates International (CAI), Constella Futures (formerly The Futures Group), Adolescent Health and Information Project (AHIP), Federation of Muslim Women's Associations of Nigeria (FOMWAN), Nigeria Medical Association (NMA), Management

Sciences for Health (MSH), and the Civil Society Action Coalition on Education For All (CSACEFA).

COMPASS in Nigeria aims to improve access to health and education within five Nigerian states, affecting 18 million people. The project targets 51 local government areas within the states of Lagos, Kano, FCT, Bauchi, and Nasarawa (see Table 1.1 for a list of populations, enumeration areas, and the number of schools and teachers sampled). The states vary widely in both sociodemographics and socioeconomic, reflecting disparities in wealth, health, and education between the northern and southern sections of the country. The five states in which COMPASS operates differ from each other not only in terms of languages spoken, ethnic groups, and religion, but also in terms of access to and availability of health and education services. The timeline for project implementation is from May 2004 through May 2009.

COMPASS aims to contribute to USAID/Nigeria's strategic objective for improved social sector services (SO13). Specifically, the project aims to contribute to each of USAID's SO13 indicators:

- increased DPT3 coverage
- increased contraceptive prevalence rate (CPR)
- increased birth spacing
- increased student retention

To that effect, the project objectives include:

- improving the quality of health and education services (IR13.1)
- improving local communities' ability to

effectively participate in policy dialogue on health and education (IR13.2)

- increasing demand for quality health and education services (IR13.3)
- increasing access to both health and education facilities (IR13.4)

MEASURE Evaluation at Tulane University is the external evaluator for COMPASS. MEASURE Evaluation, in consultation with COMPASS and USAID/Nigeria, developed a household survey, an education survey, and a facility survey. After conducting a competitive bidding process according to USAID/Nigeria requirements, MEASURE Evaluation contracted the Center for Research, Evaluation, and Resource Development (CRERD), a local research organization based in Ile-Ife and affiliated with Obafemi Awolowo University (OAU), Nigeria, to implement the household and facility surveys, as well as the school surveys in the 51 LGAs where COMPASS operates.

This report shows results from the school surveys, although data from the household survey are used to calculate attendance rates for primary school-aged children. Results from the household survey provide data for constructing indicators at the individual level (e.g., indicators related to information on individual knowledge of and demand for health and education issues and services). Results of the facility survey provide information necessary to measure indicators related to access, types of services offered, and quality of services at the facility or service delivery point (SDP) level (e.g., contraceptive availability). Results from the school survey provide information in the quality and types of educational services offered.

### Survey Objectives

The specific objectives of the baseline school survey include:

- collecting quantitative data on child education and education service indicators among a sample of schools serving households selected as part of the baseline household survey in 51 LGAs in Bauchi, FCT, Kano, Lagos, and Nasarawa states;
- obtaining data that will be used as a baseline against which to measure changes in education indicators resulting from the COMPASS project's interventions; and
- providing data for the refinement of strategies and target populations for COMPASS project activities, as well as for other educational programs in the region.

### Survey Methods

CRERD, in consultation with MEASURE Evaluation, was responsible for sample frame design, data collection (including recruiting and training of the field survey teams), data entry, and data cleaning. MEASURE Evaluation was responsible for all aspects of the baseline and developed the questionnaires, assisted with training of the supervisors and survey teams, conducted data analysis, and produced the survey reports.

The baseline data were collected in 2005; subsequent survey waves are scheduled for 2007 and 2009. The objective of the 2005 baseline education survey was to collect quantitative data on primary school education indicators among a representative sample of respondents and schools in the target areas (the 51 LGAs, listed in Appendix A). Because the project is likely to have spillover effects in non-intervention LGAs (which, in fact, would be a desirable outcome), it was not possible to include control groups in the study design.

The 2005 primary school headmaster and teacher surveys will be used as a baseline against which to measure changes in primary education indicators resulting from the COMPASS project's interventions. The household survey was used to collect data for constructing indicators at the individual level (e.g., primary school attendance and gender parity). The primary school headmaster and teacher surveys were used to collect data about school infrastructure, teacher qualifications, and access to specific teaching materials.

### Sample Design and Size

The sample size for the school-based surveys was dependent upon the number of primary schools reportedly used by the resident children of the respondents in the household survey; since the primary school surveys are linked to the household survey, no sample size was predetermined. Table 1.1 reports on the population, number of enumeration areas, and sample sizes for primary schools by COMPASS LGAs in each state. A brief description of the sample design and size for the household survey is given below, followed by a description of primary school selection.

Sample size calculations for the household survey were conducted using regional estimates of the five indicators: contraceptive prevalence; modern contraceptive prevalence; and DPT1, DPT2, and DPT3 rates. The highest estimate indicated a sample size of 80 respondents per LGA would allow detection of changes of 25

percentage points at the LGA level with 90% power and 95% confidence (and much more accurate estimates at the state level). Given that there are 51 project LGAs, the target sample size was 4,080. Allowing for 10% non-response, the sample size was increased to 4,500. A multistage stratified sampling strategy was used for the household survey. Assuming 25 interviews per EA, 182 EAs are needed to achieve the target sample size for the household survey. Because the number of intervention LGAs varies by state, allocating the EAs proportional to population size would not be appropriate, as this would result in very small sample size for some of the states. Hence, 52 EAs were selected in Kano and Lagos, while 26 were selected in each of the other states. Within each state, EAs were selected proportional to the population size of the respective LGAs. Within each LGA, the required number of enumeration areas were selected using a table of random numbers. Within each selected EA, 25 households were selected using systematic random sampling.

The primary school headmaster and teacher survey sample includes all primary schools (public and private) that serve the families of those interviewed in the household survey. Hence, the school and teacher surveys may include some schools that are located outside the EA selected for the household survey. By linking the education surveys to the household survey, it is possible to assess the effect of improvements in education on individual health



**Table 1.1** Population, Number of Enumeration Areas, and Sample Sizes for Primary Schools, by COMPASS Project LGAs in Each State

	Bauchi	FCT	Kano	Lagos	Nasarawa	Total
State population	1,355,181	371,674	2,476,911	4,388,647	498,682	9,091,095
Number of EAs sampled	26	26	52	52	26	182
Number of teachers sampled	837	626	1,338	1,157	532	4,490
Number of schools sampled	175	132	246	199	130	882

outcomes. Within each selected enumeration area, a census of all primary schools was taken. Primary schools attended by pupils outside the selected EA were also identified and included. At each primary school, the headmaster or the deputy headmaster was interviewed. In addition, a list of staff by grade was collected, and one teacher per grade was randomly selected for interview.

### **Questionnaire Development**

MEASURE Evaluation, in consultation with all COMPASS collaborating partners, developed the questionnaires (Appendices C and D). The headmaster and teacher questionnaires included sections on the school's general background, record keeping, school health activities and health curriculum, materials and resources, parent-teacher associations, teacher and headmaster's experience, and family education. The questionnaires were translated into the three major local languages of the five COMPASS states (Hausa, Igbo, and Yoruba), then back-translated into English. The questionnaires were interviewer-administered. Geographic coordinates were collected at each school using the Garmin eTrex hand-held navigational unit and downloaded using GPS Utility.

### **Training of Field Survey Teams**

Training of field staff was conducted in two stages. First, supervisors received a four-day centralized training at OAU. Subsequent three-day regional trainings of the field teams were held in each of the five states. Field survey teams were recruited from each state. CRERD led all the trainings. MEASURE Evaluation staff attended the training of supervisors and the first regional training of the Lagos data collection team. Training consisted of a question-by-question review of the questionnaires, a review

of the sampling methodology, instruction in the use of the hand-held navigational units (e.g., Garmin eTrex), role-plays, and pretests of the questionnaire.

A total of 156 interviewers and 55 supervisors received training. Of these, 145 interviewers, balanced evenly between men and women, and 53 supervisors were retained for the household survey. All trainings were conducted in July and August 2005. Appendix B lists the supervisors and data collectors.

### **Data Collection**

Data collection for the household survey began immediately at the completion of each regional training workshop. Fieldwork for the household, school, and health facility surveys started in July 2005 and was completed by early October 2005.

### **Limitations**

As with all cross-sectional surveys, this survey is subject to response and recall biases. Self-reported data may reflect a perceived desirability of responses rather than actual knowledge or practices, and may be affected by response bias. Responses to questions related to events in the past (such as ever attended trainings or content of trainings, for example) were subject to recall bias. Because the school survey sample is restricted to schools serving selected households in those 51 LGAs targeted by the COMPASS project, the results from this survey may not be representative of all schools in Bauchi, FCT, Lagos, Kano, or Nasarawa states.

## Chapter 2. Primary School Characteristics

This chapter describes the services provided, amenities, infrastructure, materials and resources, and health education at sampled primary schools. Table 2.1 provides the percentage of public and private or military primary schools sampled in the COMPASS Project LGAs in each state. A total of 882 schools were surveyed at baseline. A total of 4,490 teachers were interviewed from within the selected primary schools. Sixty-two percent of the primary schools sampled were public; 38% were either private or military schools. In urban areas, a higher percentage of private or military primary schools were sampled (47%), as compared to rural or semi-urban areas. Consistent with this finding is the higher percentage of private or military primary schools sampled in FCT and Lagos states, both of which are highly urban, as compared to the other states included in the COMPASS project.

### Education Services

Table 2.2 shows the percentage of primary schools providing morning shifts, afternoon shifts, or both shifts. Overall, 85% of the primary school headmasters interviewed report

offering morning shifts, 3% reported afternoon shifts, and 13% report that both shifts were offered. Primary schools in FCT and Lagos had the highest percentage of morning shifts offered (99%), and primary schools in Kano had the lowest percentage of primary schools reportedly offering morning shifts (62%). The highest percentage of schools offering both shifts was found in Kano (32%). Over 17% of public primary schools offer both morning and afternoon shifts, whereas 5% of private primary schools' headmasters report offering both shifts.

Table 2.3 shows the percentage of primary schools offering specific subjects. Seven subjects are included in the table: local language instruction, English, mathematics, science, physical education and health, religion, and computer science. Ninety-two percent of the primary school headmasters interviewed in Kano report having local language instruction, whereas only 23% of primary school headmasters in FCT and Nasarawa report having local language instruction. Seventy-six percent of public primary schools offer

**Table 2.1** Percentage of Primary School Headmasters Sampled in the COMPASS Project LGAs, by Type of School

LGAs in:	School Type		
	Public	Private or Military	<i>n</i>
Bauchi	70.3	29.7	175
FCT	38.6	61.4	132
Kano	75.6	24.4	246
Lagos	46.2	53.8	199
Nasarawa	75.4	24.6	130
<b>Location</b>			
Rural	88.9	11.1	217
Semi-urban	56.8	43.2	169
Urban	52.6	47.4	496
Total	62.4	37.6	882

local language instruction, compared to 52% of private or military primary schools. More urban primary school headmasters report local language instruction (79%) than rural primary school headmasters (62%). Most headmasters report offering English (94%), mathematics (96%), science (91%), physical education and health (91%), and religion (93%) classes. Only 18% of primary school headmasters in Bauchi report offering computer classes, compared to 69% of schools in Lagos. As well, only 27% of public primary schools offer computer classes; 63% of private or military primary schools offer computer classes. Overall, 40% of primary school headmasters report offering computer classes.

### School Amenities

Variation exists in the percentage of primary schools that have a protected water source (tap, covered borehole, or well) or have access to latrines or toilets (Table 2.4). Overall, 48% of primary schools have a protected water source, and 64% have toilets or latrines. Only 40% of

primary schools have both a protected water source and a toilet or latrine on the property. Over 60% of primary schools in Lagos have a clean water source; only 25% of primary schools in Nasarawa have a clean water source. Eighty percent of private or military primary schools have latrines or toilets on the school grounds, compared to 54% of public primary schools. Less than 17% of primary schools in Nasarawa have toilets or latrines. Headmasters of primary schools in urban areas report the highest percentage that have both clean water and toilets or latrines (57%); Headmasters of primary schools in Nasarawa report the lowest percentage (12%).

Table 2.5 shows the percentage of primary schools that have a clean water source and allow free access to the students. Forty percent of all primary school headmasters report having access to a clean water source and allow free access to the students. Higher numbers of primary schools in urban areas meet these criteria (55%), as compared to primary schools



**Table 2.2** Percentage of Primary Schools Providing Morning Shifts, Afternoon Shifts, and Both Shifts, as Reported by the Headmaster

	School Shifts			<i>n</i>
	Morning Shifts	Afternoon Shifts	Both Shifts	
<b>LGAs in:</b>				
Bauchi	86.9	1.7	11.4	175
FCT	98.5	0	1.5	132
Kano	62.2	5.7	32.1	246
Lagos	98.5	1.0	0.5	199
Nasarawa	88.5	3.1	8.5	130
<b>Type of school</b>				
Public	79.8	2.7	17.5	550
Private or military	92.5	2.4	5.1	332
<b>Location</b>				
Rural	96.8	2.3	0.9	217
Semi-urban	85.2	2.4	12.4	169
Urban	79.0	2.8	18.1	496
<b>Total</b>	<b>84.6</b>	<b>2.6</b>	<b>12.8</b>	<b>882</b>

**Table 2.3** Percentage of Primary Schools that Offer Specific Subjects, as Reported by the Headmaster

	Subject							<i>n</i>
	Local Language	English	Math	Science	P.E. & Health	Religion	Computer	
<b>LGAs in:</b>								
Bauchi	77.7	93.1	98.3	93.7	93.1	91.4	17.7	175
FCT	22.7	92.4	91.7	93.9	93.9	94.7	60.6	132
Kano	91.9	95.5	96.3	78.9	80.9	91.5	26.8	246
Lagos	86.4	96.0	95.5	96.5	95.5	95.0	69.4	199
Nasarawa	23.1	93.9	96.9	96.2	95.4	92.3	31.5	130
<b>Type of school</b>								
Public	76.4	96.4	98.0	91.8	92.6	93.3	26.7	550
Private or military	52.4	91.3	92.5	88.6	87.7	92.2	63.0	332
<b>Location</b>								
Rural	61.8	97.2	99.1	89.1	96.3	90.3	21.2	496
Semi-urban	41.4	92.3	92.9	90.5	88.2	92.3	41.4	169
Urban	78.6	94.0	95.6	89.1	89.1	94.2	48.4	217
<b>Total</b>	<b>67.4</b>	<b>94.4</b>	<b>95.9</b>	<b>90.6</b>	<b>90.7</b>	<b>92.9</b>	<b>40.4</b>	<b>882</b>

**Table 2.4** Percentage of Primary Schools that Have a Protected Water Source, Latrines or Toilets, or Both, as Reported by the Headmaster

	Covered Water Source and Latrines or Toilets			<i>n</i>
	Protected Water	Latrines or Toilets	Both Water & Latrines	
<b>LGAs in:</b>				
Bauchi	52.0	52.6	37.7	175
FCT	34.9	66.7	32.6	132
Kano	54.1	77.2	45.9	246
Lagos	62.3	84.9	56.8	199
Nasarawa	25.4	16.9	12.3	130
<b>Type of school</b>				
Public	40.4	53.5	30.6	550
Private or military	61.8	80.4	55.1	332
<b>Location</b>				
Rural	22.1	28.1	11.1	217
Semi-urban	34.9	56.2	25.4	169
Urban	64.5	81.7	57.3	496
<b>Total</b>	<b>48.4</b>	<b>63.6</b>	<b>39.8</b>	<b>882</b>

in rural areas (17%) or semi-urban areas (26%). More private or military primary schools have clean water and free access (55%) than do public primary schools (31%). Sixteen percent of primary schools in Nasarawa have a clean water source and allow free access to students, and over 54% of primary schools in Lagos have a clean water source and allow free access to students.

### School Materials and Resources

Over 90% of all primary schools have a parent-teacher association (PTA); 26% have a library; and 14% of headmasters report that interactive radio instruction (IRI) is practiced at the school (Table 2.6). Ninety-one percent of primary schools in urban and semi-urban areas have a PTA; 89% of rural schools have a PTA. With the exception of schools in Nasarawa, over 90% of schools in other states have a PTA. Over 76% of primary schools in semi-urban areas have a library, compared to 66% of schools in urban areas and only 9% of primary schools in

rural areas. Less than 10% of primary schools in Bauchi and 9% of primary schools in Nasarawa have a library at the school. Twenty-two percent of primary schools in Lagos practice IRI, compared to 4% of primary schools in Bauchi. Nineteen percent of schools in Kano, 10% of primary schools in the FCT, and 12% of primary schools in Nasarawa practice IRI. Eight percent of rural primary schools practice IRI, compared to 18% of urban primary schools.

Table 2.7 shows the percentage of public and private primary schools having a PTA that gives parents access to books during meetings, by school type. Approximately 74% of both private and public primary school headmasters report giving parents access to books during PTA meetings. Ninety percent of public primary school headmasters in Lagos and 85% of public school headmasters in FCT report giving parents access to books. Less than 60% of public primary schools in Bauchi give book access to parents during PTA meetings. Similar



**Table 2.5** Percentage of Primary Schools that Have Clean Water (Tap, Covered Well, or Borehole) and Allow Free Access to Students, as Reported by the Headmaster

LGAs in:	Covered Water &	
	Access	<i>n</i>
Bauchi	45.1	175
FCT	28.0	132
Kano	43.9	246
Lagos	54.3	199
Nasarawa	16.2	130
<b>Type of school</b>		
Public	31.3	550
Private or military	54.5	332
<b>Location</b>		
Rural	17.1	217
Semi-urban	26.0	169
Urban	54.8	496
<b>Total</b>	<b>40.0</b>	<b>882</b>

**Table 2.6** Percentage of Primary Schools that Practice IRI, Percentage that Have a Library, and Percentage that Have a Parent-Teacher Association, as Reported by the Headmaster

	School Resources			
	Practice IRI	Library	PTA	<i>n</i>
<b>LGAs in:</b>				
Bauchi	4.0	9.1	92.6	175
FCT	9.9	37.1	95.5	132
Kano	18.7	19.5	91.5	246
Lagos	21.6	53.3	93.5	199
Nasarawa	12.3	8.5	76.9	130
<b>Type of school</b>				
Public	16.7	22.7	91.6	550
Private or military	9.9	31.6	88.9	332
<b>Location</b>				
Rural	7.8	9.2	88.9	217
Semi-urban	10.1	76.3	91.1	169
Urban	18.4	65.7	91.1	496
<b>Total</b>	<b>14.2</b>	<b>26.1</b>	<b>90.6</b>	<b>882</b>

**Table 2.7** Percentage of Primary School Headmasters Who Report that the PTA Gives Parents Access to Books during Meetings, by School Type\*

	Access to Books during PTA Meetings			
	Public		Private or Military	
	%	<i>n</i>	%	<i>n</i>
<b>LGAs in:</b>				
Bauchi	59.1	115	66.0	47
FCT	85.4	48	75.6	78
Kano	76.0	171	59.3	54
Lagos	89.9	89	84.5	97
Nasarawa	69.1	81	79.0	19
<b>Location</b>				
Rural	64.5	172	90.5	21
Semi-urban	76.1	88	74.2	66
Urban	80.7	244	72.6	208
<b>Total</b>	<b>74.4</b>	<b>504</b>	<b>74.2</b>	<b>295</b>

patterns exist for private or military primary schools: 85% of private or military schools in Lagos and 76% of private or military primary schools in FCT give parents free access to books during PTA meetings, compared to 66% of private or military primary schools in Bauchi. Ninety-one percent of private or military rural primary school headmasters in rural areas report giving access to parents, whereas 73% of private or military primary schools in urban areas give book access to parents during PTA meetings.

### Health Care and Health Curricula in Schools

Table 2.8 reports on the percentage of primary schools that provide health care services to students, and the percentage of primary schools that provide students with referrals to health facilities for healthcare services, by school type. Schools included in this table have a government-designated health facility to which the school is formally linked. Over 58% of public schools and 49% of private or military schools provide immunizations at the school. Eleven percent of both school types provide referrals.

Micronutrients are provided at 20% of public school and 16% of private or military schools. De-worming services are provided at 24% of public schools and 22% of private or military primary schools. Approximately 12% of public and 11% of private or military primary schools provide family planning (FP) counseling; 19% of public schools and 17% of private or military primary schools provide sexually transmitted infection (STI) or HIV/AIDS prevention services.

Table 2.9 reports on the percentage of primary schools with a clean water source; latrines or toilets; health in curriculum; records of teachers' referrals of students to health facilities; and child health cards or records showing immunizations, supplementation of micronutrients, or de-worming given at school. Overall, only 6% of primary schools met these criteria. Fifteen percent of schools in Lagos met these criteria, whereas less than 1% of schools in Nasarawa met these criteria. No rural primary school headmasters report meeting the criteria; 10% of urban primary schools meet these criteria.



**Table 2.8** Percentage of Primary Schools that Provide Health-Care Services to Students and the Percentage of Primary Schools that Provides Students with Referrals to Health Facilities for Health-Care Services, by School Type\*

	Public Schools ( <i>n</i> =173)		Private or Military Schools ( <i>n</i> =83)	
	% Provide	% Refer	% Provide	% Refer
Immunizations	58.4	11.0	49.4	11.0
Micronutrients	19.7	12.1	15.7	14.5
De-worming	24.4	10.4	21.7	13.3
FP Counseling	12.1	13.3	10.8	7.2
STI/HIV Prevention	18.5	9.3	16.9	7.2

\* The total *n* equals the number of schools that have a government designated health facility to which the school is formally linked, as reported by the headmaster.

**Table 2.9** Percentage of Primary Schools with Clean Water, Latrines, Health in Curriculum, Records of Teachers' Referrals of Children to Health Facilities, and Child Health Cards or Records Showing Immunization, Supplementation of Micronutrients, or De-worming Given at School\*

	<b>%</b>	<b><i>n</i></b>
<b>LGAs in:</b>		
Bauchi	3.4	175
FCT	7.6	132
Kano	3.3	246
Lagos	14.6	199
Nasarawa	0.8	130
<b>Type of school</b>		
Public	4.7	550
Private or military	8.4	332
<b>Location</b>		
Rural	0.0	217
Semi-urban	3.0	169
Urban	9.9	496
<b>Total</b>	<b>6.1</b>	<b>882</b>

\* As reported by the headmaster.



## Chapter 3. Quality of Education in Schools

This chapter describes the quality of education in primary schools. Understanding which sub-groups of schools are engaged in quality education and have qualified teachers is an important precursor to educating children and improving the education system within the country. Sub-groups of schools with insufficient quality control mechanisms or insufficient resources can be targeted by appropriate information, education, and communication campaigns. Resources, materials, and training mechanisms must be in place in order to enable schools to teach properly.

### Teacher Training

Table 3.1 shows the percentage of teachers with specific qualifications, by state and school type. Overall, 8% of teachers reported having a college degree, 20% reported having a National Certificate of Education in Primary Education

Services (NCE [PES]), 23% reported having an NCE (other), 20% reported having a Teacher's Certificate (TC) II, and 2% reported having a TC Referred qualification. Twenty-two percent of public school teachers in FCT and 21% of public school teachers in Lagos reported a bachelor's degree in education. Less than 5% of public school teachers in the other states reported a bachelor's degree in education. Eleven percent of private or military school teachers reported a bachelor's degree in education in FCT; less than 5% in Bauchi, 3% in Kano, and 3% in Nasarawa reported a college degree. The results also varied by state: 48% of public schools and 27% of private schools in Bauchi reported having a TC II qualification; 41% of public schools and 34% of private schools in FCT reported having a NCE (other) qualification; and 40% of public schools and 24% of private schools in Lagos reported having a NCE (PES) qualification.

**Table 3.1** Percentage of Teachers with Specific Qualifications, by State and School Type

School Type	Bauchi		FCT		Kano		Lagos		Nasarawa		Total
	Pub*	Priv*	Pub	Priv	Pub	Priv	Pub	Priv	Pub	Priv	
B. Education	1.4	4.4	22.0	11.1	3.5	2.9	20.8	5.8	4.1	2.6	7.5
NCE (PES)	12.8	13.6	22.4	17.6	12.2	12.6	40.0	24.0	34.2	7.0	20.4
NCE (other)	14.4	22.0	41.1	33.7	21.7	15.9	24.2	18.6	23.7	33.3	22.9
TC II	48.4	26.7	8.5	9.2	22.2	13.0	4.8	14.8	21.8	9.7	19.8
TC Referred	3.4	1.8	1.2	0.5	3.2	0.7	0.2	0.7	1.7	0.0	1.7

\* *Pub* refers to public schools; *Priv* refers to private or military schools.

Table 3.2 shows the percentage of teachers with specific in-service training in the past two years. Approximately 41% of all teachers reported attending any teacher training. Sixty-one percent of teachers in Lagos reported any in-service training, whereas 26% of teachers in Bauchi reported any in-service training. Over 45% of urban school teachers reported any in-service training; 32% of semi-urban and 38% of rural school teachers reported any in-service training. Overall, 19% of teachers reported receiving in-service training on teaching methods (sandwich training) in the past two years. Sandwich training was the highest in schools in Lagos (33%) and lowest in schools in Bauchi (8%). Over 22% of teachers in urban schools reported receiving the sandwich training, whereas 11% reported sandwich training in semi-urban areas. A total of 25% of all teachers have participated in a subject panel workshop. Again, teachers in Lagos schools reported the highest level of participation (38%) and teachers in Bauchi schools reported the lowest level of participation (16%). Twenty-nine percent of teachers in urban schools reported participation in subject panel workshops, compared to 22% of teachers in rural areas. Participation in the Annual Teachers Conference was the lowest, with less than 8% reporting participation in the conference.

### **Classroom Infrastructure, Materials, and Resources**

Table 3.3 shows the percentage of classrooms with basic infrastructure and furniture by school type, as reported by the teachers. A classroom is considered to be equipped with basic infrastructure and furniture if all seven conditions are met: classroom has a floor, roof, window, blackboard, a seat and writing surface for each pupil, teacher's table, and teacher's chair. Overall, 43% of classrooms satisfy the criteria: 33% of public classrooms and 62% of private or military classrooms. Fifty-six

percent of classrooms in public schools in Lagos meet all seven conditions, whereas 8% of classrooms in Nasarawa public schools have basic infrastructure and furniture. Over 54% of classrooms in public urban schools have basic infrastructure and furniture, compared to 19% and 21% of classrooms in public rural and semi-urban schools, respectively. Private school classrooms have consistently high levels of basic infrastructure and furniture. Seventy-four percent of private or military school classrooms in Lagos reported basic infrastructure and furniture; 49% of private or military classrooms reported these basics in Nasarawa.

Table 3.4 shows the percent of teachers with basic instructional materials (e.g., wall-charts or posters, IRI teacher guides, IRI pupil workbooks, textbooks, games, supplemental readers and other teacher guides) in their classroom, by type of school. Overall, 1.1% of teachers report having access to basic instructional material: 1.1% of teachers in private or military school classrooms report access to basic instructional material, and 1.1% of teachers in public school classrooms report access to basic instructional material. The low percentages of classrooms reporting access to basic instructional material is noteworthy. This is most likely explained by the low number of schools that practice IRI, which is also one of the conditions for having basic instructional material.

Table 3.5 and Table 3.6 report on the percentage of teachers whose classrooms are equipped with materials to support English literacy and numeracy, respectively, by state. Overall, 76% of teachers report having materials to support English literacy, and 73% reported having materials to support numeracy in their classroom. Over 70% of public school teachers and 83% of private or military school teachers report having materials to support English literacy; 70% of public school teachers and 78% of private or

**Table 3.2** Percentage of Teachers with In-service Training in Past Two Years

	<b>Any In-Service</b>	<b>Sandwich Training</b>	<b>Subject Panel Workshop</b>	<b>Annual Teachers Conference</b>	<i>n</i>
<b>LGAs in:</b>					
Bauchi	25.9	8.4	15.5	6.3	837
FCT	29.9	9.9	17.9	6.1	626
Kano	40.7	16.9	25.3	9.0	1,338
Lagos	61.1	33.1	38.7	11.1	1,157
Nasarawa	36.8	18.6	20.1	2.6	532
<b>Type of school</b>					
Public	43.1	20.2	25.3	9.5	2,872
Private or military	38.0	16.0	25.2	5.1	1,618
<b>Location</b>					
Rural	38.3	16.5	22.1	8.0	889
Semi-urban	31.8	11.0	18.0	7.0	935
Urban	45.6	22.1	28.9	8.2	2,666
<b>Total</b>	<b>41.3</b>	<b>18.7</b>	<b>25.3</b>	<b>7.9</b>	<b>4,490</b>

**Table 3.3** Percentage of Teachers Who Have Basic Infrastructure and Furniture in the Classroom: Floor, Roof, Window, Blackboard, Seat and Writing Surface for Each Pupil, Teacher's Table, and Teacher's Chair, by Type of School

	<b>Basic Infrastructure and Furniture</b>					
	<b>Public Schools</b>	<i>n</i>	<b>Private Schools</b>	<i>n</i>	<b>Total</b>	<i>n</i>
<b>LGAs in:</b>						
Bauchi	34.6	564	50.9	273	39.9	837
FCT	32.5	246	60.0	380	49.2	626
Kano	29.2	1,061	53.1	277	34.2	1,338
Lagos	55.7	583	74.0	574	64.8	1,157
Nasarawa	8.1	418	49.1	114	16.9	532
<b>Location</b>						
Rural	18.7	802	49.4	87	21.7	889
Semi-urban	20.6	572	49.6	363	31.9	935
Urban	54.9	1,498	66.1	1,168	54.3	2,666
<b>Total</b>	<b>32.9</b>	<b>2,872</b>	<b>61.5</b>	<b>1,618</b>	<b>43.2</b>	<b>4,490</b>

**Table 3.4** Percentage of Classrooms with Basic Instructional Materials in the Classroom: Wall-Charts, Posters, IRI Teacher Guides, IRI Pupil Workbooks, Textbooks, Games, Supplemental Readers and Other Teacher Guides, by Type of School

	Basic Instructional Materials					
	Public Schools	<i>n</i>	Private or Military Schools	<i>n</i>	Total	<i>n</i>
<b>LGAs in:</b>						
Bauchi	0.5	564	1.1	273	0.7	837
FCT	0.8	246	1.1	380	1.0	626
Kano	2.2	1,061	0.7	277	1.9	1,338
Lagos	0.5	583	1.2	574	0.9	1,157
Nasarawa	0.0	418	0.9	114	0.2	532
<b>Location</b>						
Rural	0.9	802	0.0	87	0.8	889
Semi-urban	1.6	572	0.8	363	1.3	935
Urban	1.0	1,498	1.2	1,168	1.1	2,666
Total	1.1	2,872	1.1	1,618	1.1	4,490

**Table 3.5** Percentage of Teachers with Any Basic Instructional Materials that Have Materials to Support English Literacy, by Type of School\*

	Any Material to Support English Literacy					
	Public Schools	<i>n</i>	Private or Military Schools	<i>n</i>	Total	<i>n</i>
<b>LGAs in:</b>						
Bauchi	60.7	229	68.7	163	64.0	392
FCT	77.3	172	84.7	313	82.1	485
Kano	59.0	522	67.7	195	61.4	717
Lagos	86.9	497	92.3	521	89.7	1,018
Nasarawa	64.5	203	87.6	105	72.4	308
<b>Location</b>						
Rural	78.3	358	89.2	74	68.5	432
Semi-urban	64.2	296	84.5	276	70.7	572
Urban	74.8	969	63.5	947	79.6	1,916
Total	70.4	1,623	83.4	1,297	76.2	2,920

\* Total *n* is equal to the number of teachers who report access to any basic instructional materials.

**Table 3.6** Percentage of Teachers with any Basic Instructional Materials that Have Materials to Support Numeracy, by Type of School\*

	Any Materials to Support Numeracy					
	Public Schools	<i>n</i>	Private or Military Schools	<i>n</i>	Total	<i>n</i>
<b>LGAs in:</b>						
Bauchi	63.3	229	73.0	163	67.4	392
FCT	75.0	172	72.5	313	73.4	485
Kano	55.0	522	67.7	195	58.4	717
Lagos	87.9	497	87.1	521	87.5	1,018
Nasarawa	59.1	203	76.2	105	64.9	308
<b>Location</b>						
Rural	64.5	358	82.4	74	67.6	432
Semi-urban	63.2	296	69.6	276	66.3	572
Urban	72.2	969	80.2	947	76.2	1,916
<b>Total</b>	<b>68.9</b>	<b>1,623</b>	<b>78.0</b>	<b>1,297</b>	<b>73.0</b>	<b>2,920</b>

\* Total *n* is equal to the number of teachers who report access to any basic instructional materials.

military school teachers have material to support numeracy in their classroom. The percentage of public school classrooms having materials to support English literacy and the percentage of public school classrooms having materials to support numeracy was highest in Lagos: 87% and 88%, respectively. The percentage of private or military school classrooms having materials to support English literacy and the percentage of private or military school classrooms having materials to support numeracy was also highest in Lagos: 92% and 87%, respectively.

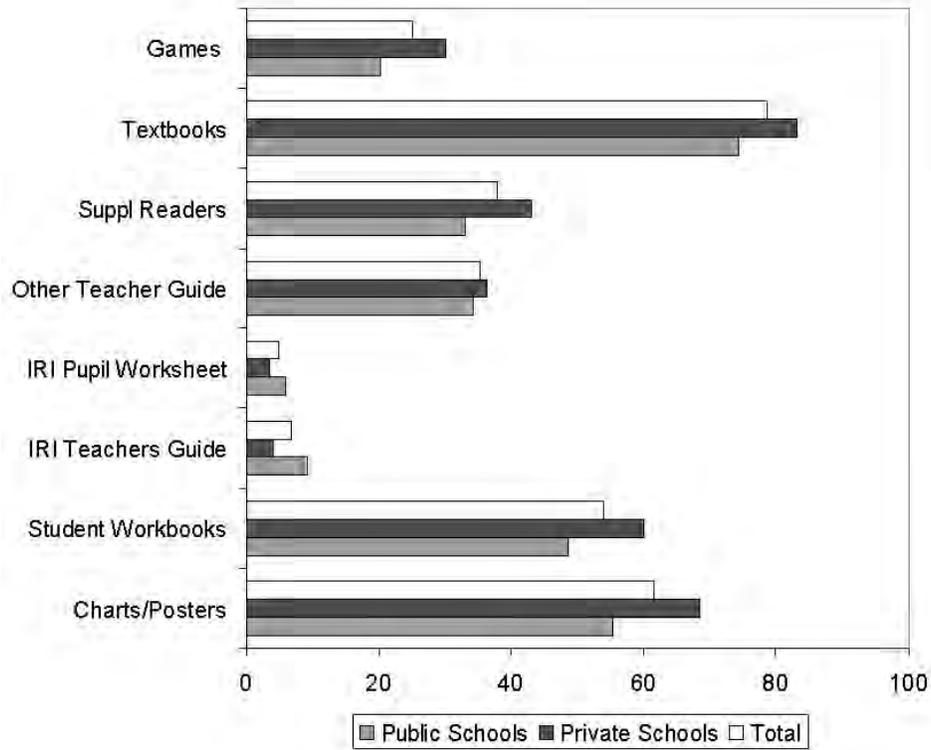
Figure 3.1 illustrates the percentage of teachers reporting access to specific materials to support numeracy, by type of school. Overall, half of all teachers have access to textbooks, student workbooks, and charts/posters to support numeracy. The number of teachers having access to IRI pupil worksheets and IRI teacher's guide were low. Similar patterns were observed with

public versus private or military teachers. Figure 3.2 illustrates the percentage of teachers with access to specific materials to support English literacy. Again, well over half of all teachers report having textbooks, student workbooks, and charts/posters to support English literacy. Access to IRI materials to support English literacy was low.

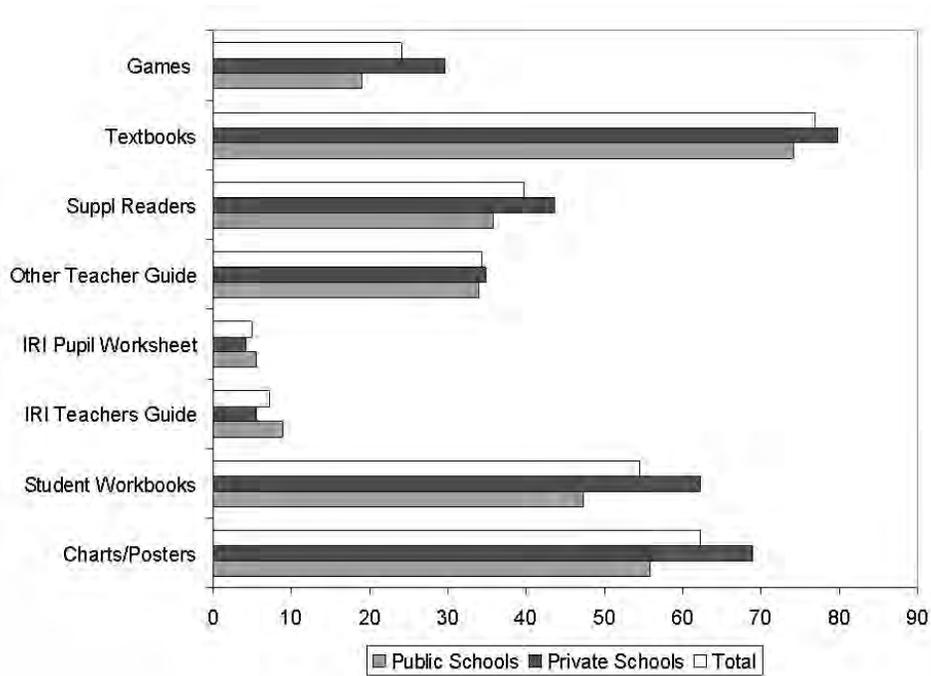
### National Standards, Record Keeping, and Supervision

Table 3.7 reports on the percentage of schools that meet the following four national service standards: teacher and pupil attendance records kept and seen, pupil/toilet ratio of 40:1, separate female toilet with door, and at least one teacher trained in first aid. Overall, very few schools met the four national service standards (4.7%): 2.6% of public primary schools and 8.1% of private or military primary schools. For both private and public schools, urban school headmasters

**Figure 3.1** Percentage of teachers with basic instructional materials in the classroom who report access to specific materials to support numeracy, by type of school.



**Figure 3.2** Percentage of teachers with basic instructional materials in the classroom who report access to specific materials to support English literacy, by type of school.



**Table 3.7** Percentage of Primary Schools that Meet the Following Four National Service Standards: Teacher and Pupil Attendance Records Kept, Pupil/Toilet Ratio of 40:1, Separate Female Toilet with Door, and a Teacher Trained in First Aid, by Type of School\*

	National Service Standards					
	Public Schools	<i>n</i>	Private Schools	<i>n</i>	Total	<i>n</i>
<b>LGAs in:</b>						
Bauchi	0.8	123	5.7	52	2.3	175
FCT	0	51	7.4	81	4.6	132
Kano	2.7	186	6.7	60	3.7	246
Lagos	8.7	92	12.2	107	10.6	199
Nasarawa	0.0	98	3.1	32	0.8	130
<b>Location</b>						
Rural	0.0	193	4.2	235	4.6	217
Semi-urban	1.0	96	2.7	73	1.8	169
Urban	5.0	261	10.2	24	7.5	496
<b>Total</b>	<b>2.6</b>	<b>550</b>	<b>8.1</b>	<b>332</b>	<b>4.7</b>	<b>882</b>

\* As reported by the primary school headmaster.

report higher numbers than rural or semi-urban primary school headmasters: in urban areas, 5% of public primary schools and 10% of private primary schools meet the four national service standards. Almost 9% of public primary schools in Lagos met the four national service standards and over 12% of private schools in Lagos meet the standards. No public primary schools in FCT, Nasarawa, or rural areas met the four national service standards.

Very little variation exists between subgroups of the sample in the percentage of teachers who have been supervised by a headmaster or headteacher in the last six months (Table 3.8). Overall, 87% of the 4,490 teachers sampled report being supervised in the last six months. Supervision of teachers was highest in schools located in Lagos and Kano (90% for both sets of schools) and lowest in Bauchi schools (84%). Public school teachers report 88% supervision, compared to

85% of private or military school teachers. Table 3.9 reports on the percentage of teachers that have specific record-keeping documents in the classroom, by type of school and state. Overall, 79% of all teachers had lesson plans in the classroom, and 70% kept records of pupil work in the classroom: 47% kept a pupil report book. Less than 20% of all teachers have the National Education Policy or a teacher referral log in the classroom. Patterns were similar between public and private or military school teachers in each state, with high percentages of teachers reporting to have records of work and lesson plan documents and low percentages of teachers reporting to have the National Education Policy or teacher referral logs; about one-third of teachers in each state reports having an exam syllabus or an inspection report book.

**Table 3.8** Percentage of Teachers Who Have Been Supervised by Headmaster or Head Teacher in Last Six Months

	Supervised	<i>n</i>
<b>LGAs in:</b>		
Bauchi	83.5	837
FCT	80.2	626
Kano	90.1	1,338
Lagos	90.1	1,157
Nasarawa	85.5	532
<b>Type of School</b>		
Public	88.2	2,872
Private or Military	84.7	1,618
<b>Location</b>		
Rural	85.5	889
Semi-urban	83.0	935
Urban	88.8	2,666
Total	87.0	4,490

**Table 3.9** Percentage of Teachers Who Have Specific Record-Keeping Documents in the Classroom, by Type of School and State

	Bauchi		FCT		Kano		Lagos		Nasarawa		Total
	Pub	Priv	Pub	Priv	Pub	Priv	Pub	Priv	Pub	Priv	
<b>School type*</b>											
National Curriculum-Prim	44.0	48.7	48.0	51.1	60.0	49.1	56.8	50.4	35.2	43.9	50.8
Record of Work	66.0	67.4	82.9	79.2	74.4	73.3	66.6	66.4	64.8	59.7	70.4
Lesson Plans	73.6	74.7	91.1	87.6	82.3	79.1	86.1	74.6	68.9	71.1	79.4
Exam Syllabus	29.1	35.5	26.0	33.7	38.7	32.9	19.0	28.1	22.5	15.8	29.8
National Education Policy	14.5	23.4	17.1	29.2	27.1	15.9	17.5	14.5	11.7	18.4	19.7
Pupil Report Book	39.2	52.0	52.0	51.1	44.7	52.7	49.2	47.0	49.8	43.9	47.2
Teacher Referral Log	20.2	16.5	10.2	17.4	30.4	20.9	12.9	13.2	12.9	8.8	18.8
Inspection Report Book	25.7	26.7	30.9	29.2	47.3	51.3	14.8	11.7	16.3	29.8	29.0

\* *Pub* refers to public schools and *Priv* refers to private or military schools.

## Chapter 4. School Enrollment

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This chapter describes school enrollment patterns and gender equity in primary schools. This chapter also describes record-keeping patterns within primary schools in COMPASS project areas. The information contained in this chapter will serve as a baseline for assessing improvements in access to education. Furthermore, understanding which regions have primary schools with high promotion and retention rates, as well as equitable educational opportunities for both males and females, is necessary to ensure that the project is rolled out in an equitable and efficient manner. This chapter focuses on schools that provide services to both male and female students in the COMPASS project areas.

### School Record Keeping

Table 4.1 shows the percentage of primary school headmasters that keep records of pupil attendance and the percentage of primary school headmasters that keep records of teacher attendance. Overall, almost 90% of all headmasters keep records of pupil attendance and teacher attendance. Pupil attendance record keeping was highest in urban areas (93%), and in schools located in Kano (94%) and Lagos (92%). Only 85% of headmasters located in Bauchi keep records of pupil attendance. Similarly, approximately 90% of headmasters located in Kano keep records of teacher attendance. Teacher attendance record keeping was lowest in private or military schools, as well as in schools located in semi-urban areas (83% for both).

### Gender Equity in Schools

Table 4.2 reports on the percentage of primary schools with a private latrine or toilet with a door for female students and greater than 40% female teachers on staff. Overall, 66% of primary

school headmasters report that the school has a private latrine or toilet with a door for female students and greater than 40% female teachers on staff. Headmasters in Nasarawa reported the highest percentage (82%), while schools in Lagos reported the least (59%). Seventy-two percent of public primary school headmasters report that the school has a private latrine or toilet with a door for female students and greater than 40% female teachers on staff, compared to only 56% of private or military primary school headmasters. A higher percentage of rural school headmasters report that the school has a private latrine or toilet with a door for female students and greater than 40% female teachers on staff than did urban or semi-urban school headmasters: 71%, as compared to 65% and 64%, respectively.

Table 4.3 shows the attendance rates of male and female primary school children ages 6-14 and ages 6-11, by state. Because different programs use different age groups to define school-aged children, this table reports on both age groups (6-11 and 6-14) that comprise all primary school students in this household data set. Overall, approximately the same percent of school-aged (6-14) male and female children attend primary school: 39% of males and 38% of females. A similar pattern was observed when using the data from Kano, Lagos, and Nasarawa only: 42% of males and 40% of females attend primary school. Both male and female attendance rates were highest in Nasarawa: 54% of males and 47% of females aged 6-14. Attendance rates were lowest in schools located in Bauchi, with both male and female attendance rates below 30%. These data are also presented in *Nigeria Reproductive Health, Child Health, and Education Baseline Household Survey, 2005*.

**Table 4.1** Percentage of Primary Schools that Keep Records of Pupil Attendance, Percentage of Primary Schools that Keep Records of Teacher Attendance

	Attendance Records		<i>n</i>
	Pupil Attendance	Teacher Attendance	
<b>LGAs in:</b>			
Bauchi	85.1	85.1	175
FCT	90.9	89.4	132
Kano	93.5	90.7	246
Lagos	92.0	83.4	199
Nasarawa	83.9	89.2	130
<b>Type of school</b>			
Public	89.6	90.4	550
Private or military	89.8	82.8	332
<b>Location</b>			
Rural	87.1	88.0	217
Semi-urban	84.6	83.4	169
Urban	92.5	88.7	496
Total	89.7	87.5	882

**Table 4.2** Percentage of Schools that Have Private Latrine for Girls and Greater than 40% Female Teachers on Staff, as Reported by the Headmaster

	Girl-Friendly Education	<i>n</i>
<b>LGAs in:</b>		
Bauchi	68.6	175
FCT	65.2	132
Kano	61.3	246
Lagos	59.3	199
Nasarawa	81.5	130
<b>Type of School</b>		
Public	71.8	550
Private or Military	56.0	332
<b>Location</b>		
Rural	71.4	217
Semi-urban	64.5	169
Urban	63.9	496
Total	65.9	882

**Table 4.3** Attendance Rate of Primary School Children Ages 6-14 and Ages 6-11, by State and Gender (Total Weighted by State)\*

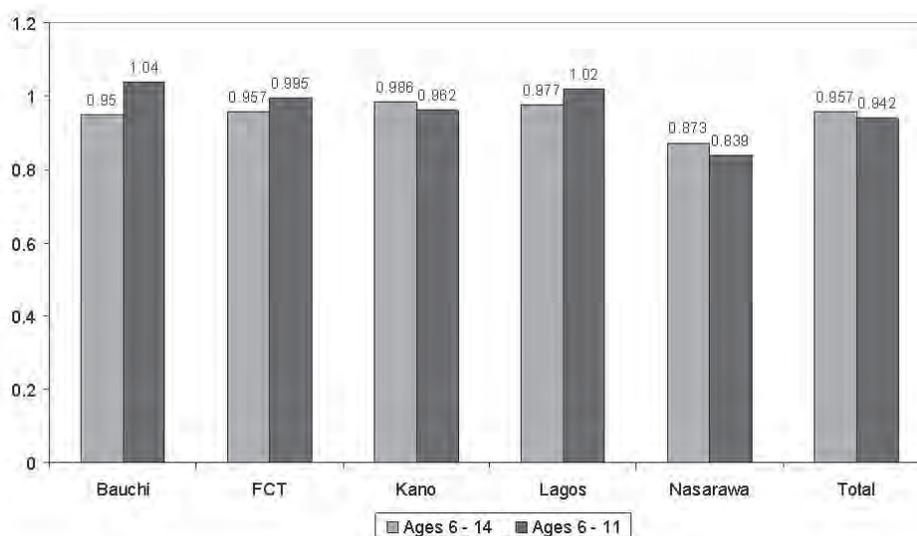
State (Total n)	Bauchi (n = 905)	FCT (n = 684)	Kano (n = 1,809)	Lagos (n = 846)	Nasarawa (n = 1,003)	Total (n = 5,246)	KLN <sup>†</sup> Total (n = 3,658)
Ages 6-14							
% Male (n)	28.6 (469)	47.8 (343)	34.9 (895)	46.9 (429)	53.6 (526)	39.4 (2,662)	41.9 (1,850)
% Female (n)	26.6 (436)	45.7 (341)	34.4 (913)	45.8 (417)	46.8 (477)	37.8 (2,584)	40.3 (1,807)
	(n = 664)	(n = 459)	(n = 1,298)	(n = 565)	(n = 722)	(n = 3,688)	(n = 2,585)
Ages 6-11							
% Male (n)	28.7 (338)	52.2 (230)	37.3 (654)	56.7 (298)	54.7 (369)	43.4 (1,899)	47.0 (n = 1,321)
% Female (n)	29.7 (306)	52.0 (229)	35.9 (644)	58.1 (267)	45.9 (353)	42.5 (1,799)	45.4 (n = 1,264)

\* These data were collected as part of the *Nigeria Reproductive Health, Child Health and Education Baseline Household Survey, 2005*.

† KLN refers to Kano, Lagos, and Nasarawa.

Figure 4.1 illustrates the gender parity index for male versus female students in primary schools located in each COMPASS project state (Gender parity = (gross female enrollment in primary school/total females of primary school age) / (gross male enrollment in primary school/total males of primary school age)). The overall gender parity index is 0.96 for school children ages 6-14 years old. The gender parity index was lowest in Nasarawa at 0.87 and closest to equal parity in Kano at 0.99. The overall gender parity index is 0.94 for school children ages 6-11 years old, with both Lagos primary schools and Bauchi primary schools reporting an index value greater than 1. The gender parity index was lowest in Nasarawa schools for school children ages 6-11 (0.84). These data are also presented in *Nigeria Reproductive Health, Child Health, and Education Baseline Household Survey, 2005*.

**Figure 4.1** Gender parity index for primary school children ages 6-14, and gender parity index for school children ages 6-11, by state.





## References

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National Population Commission (NPC) and ORC Macro. *Nigeria Demographic and Health Survey 2003*. Calverton, MD, USA: National Population Commission, Federal Republic of Nigeria and ORC Macro; 2004.

World Bank Group. *Nigeria Data Profile* [world development indicators database]. Washington: World Bank Group; n.d. Accessed August 2006 at:  
<http://devdata.worldbank.org/external/CPProfile.asp?CCODE=NGA&PTYPE=CP>.



## Appendix A. List of COMPASS Project Local Government Areas

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<b>Bauchi</b>	<b>FCT</b>	<b>Kano</b>	<b>Lagos</b>	<b>Nasarawa</b>
Alkaleri	Abaji	Ajingi	Ajeromi-If	Akwanga
Bauchi	Abuja Mun	Bebeji	Alimosho	Doma
Giade	Bwari	Bichi	Badagary	Karu
Kirfi	Gnagwala	Dala	Beju-Lek	Keana
Misau	Kuje	Gabasawa	Eti Osa	Keffi
Ningi	Kwali	Garko	Ikorodu	Kokona
Taf Bal	State Average	Gaya	Kosofe	Wamba
Zaki		Gwale	Lagos Isl	
		Gwarzo	Lagos Maini	
		Kabo	Mushin	
		Kano Mun	Ojo	
		Kibiya	Oshodi Is	
		Kura	Shomolu	
		Nasarawa	Surulere	
		Tsanyawa		
		Warawa		



## **Appendix B. Supervisors and Data Collectors**

---

### **Bauchi Survey Team**

#### **Supervisors**

1. Prof. A.A. Adewuyi
2. Mr. Lukman Bisiriyu
3. Mr. Gbenga Oyedokun
4. Mr. Ayo Alabi
5. Mr. S.O. Ajadi
6. Mr. O. Orimoogunje
7. Mr. Anthony Dami
8. Mr. M.O. Olawole
9. Dr.(Mrs) Bukola Ojo

#### **Fieldworkers**

1. Ezekiel Daniel
2. Elmina Maina
3. Adamu Rebecca
4. Lois Daniel
5. Yakubu Sarah
6. Jumai Joshua
7. Abigail Yusuf
8. Wakama Regina
9. Hajara Moses John
10. Lekwot Asabe
11. Stella Yusuf
12. Saratu Bukar
13. Grace Usman Leman
14. Emmanuel Amos
15. Ilya Abdullahi
16. Isty Yusuf
17. Dami Fidelis
18. Dami Micheal
19. Adesina Femi
20. Adeoye Ohis
21. Oyedele Opeoluwa
22. Dr. Bisola Aina

### **FCT Survey Team**

#### **Supervisors**

1. Prof. A.A. Adewuyi
2. Prof. (Mrs) I.O. Aina
3. Mr. A. Akinlo
4. Dr. O.A. Ajala
5. Ogbe Adeoye
6. Mr. Osesua
7. Mr. Folorunso
8. Mrs. Dora Aregbesola

#### **Fieldworkers**

1. Dr. Humphrey Dkrunkwu
2. Mukhtar Abdullalri
3. Ruth Osakwe
4. Rakiya Idris
5. Maria D.A. Maram
6. Segun Osshogbe
7. Hadiza Aliyu
8. Taiwo Kolawole
9. Aishat Ladan
10. Omoife Betty – Wright
11. Mustapha Abdullahin
12. Lola Ojo
13. Emiola Alnko
14. Liyatu Esubihi
15. Tolu Adedokun
16. Biodun Adeboye
17. Ayoola Johnson
18. Ayo Popoola
19. Rose Tyotswan
20. Ruth Daniel
21. Toyin Aremu

## Kano Survey Team

### Supervisors

1. Prof. A.A. Adewuyi
2. Prof. (Mrs) I.O. Aina
3. Dr. T.O. Obilade
4. Mr. Akanni Akinyemi
5. Mr. Sina Bamiwuye
6. Mr. Segun Adelokun
7. Eng. Joshua Adelokun
8. Mr. Segun Adelokun
9. Mr. Titus Adisa
10. Mr. Thomas Ajibola
11. Mr. L. Ikuteyijo
12. Mr. Opatola
13. Dr. A. Adediji
14. Mr. Wale Olaopa
15. Mr. Aransiola
16. Mr. Olu Jegede

### Fieldworkers

1. Musa Harina
2. Dauda Mohammed
1. Emmanuel O. Umolo
2. Jamilu Ado
3. Charles Kaskuma
4. Adamu Ketah
5. Ikhelowa Suleiman
6. Nuhu Danliman
7. Bilkisu Jibrin
8. Jummai Shehu
9. Hajara Hassan
10. Maimuna Ladan
11. Maryam Abdullahi
12. Samira A. Tafida
13. Nafisa Abubakar
14. Nadia Abubakar Jibril
15. Hajara Shuaibu
16. Safiyya Adam
17. Madinat Ibrahim
18. Hauwa Bello
19. Hadiza Ali
20. Ummu Suleiman
21. Madina Fatima Shehu
22. Maimuna Yahaya
23. Hafsat Yakasai
24. Bilkisu Hassan
25. Maimuna Abdullahi
26. Ladidi Suleiman
27. Kaltume Suweed
28. Maimuna Shehu
29. Hadiza Abdulkadir
30. Aishatu Tafida
31. Ilhamatu Tukur
32. Habiba Nafiu
33. Hadiza Ado
34. Halima Shittu
35. Khadija Suleiman
36. Eunice Emmanuel
37. Shade Balogun
38. Aishat Adamu
39. Erina Emmanuel
40. Mary Yani

## Lagos Survey Team

### Supervisors

1. Prof. A.A. Adewuyi
2. Prof. (Mrs.) A.K. Omideyi
3. Dr. (Mrs.) I. Adeoye
4. Dr. I. Adeoye
5. Dr.(Mrs) R. Akintokun
6. Dr. Akintokun
7. Eng. Joshua Adelokun
8. Mr. Yinka Adesina
9. Mr. Shola Adeyemi
10. Mrs Adeyemi
11. Mr. Akeem Babatunde
12. Dr. A.B. Adeyemi

### Fieldworkers

1. O.J. Sogunle
2. M.A. Ogundiran
3. R. Azeez
4. O. Oyetunji
5. K. Oyebamiji
6. T. Adeyanju
7. A. Odeyemi
8. A. Ajayi
9. A. Ajadi
10. M. Ipaye
11. O. Sulaimon
12. F. Omofioye
13. N. Akhidenor
14. F. Alesunmi
15. J. Victory
16. U. Oagbai
17. A. Mohammed
18. A. Adeniyi
19. R. Oyelere
20. O. Oluwatope
21. S. Adejumo
22. A. Adeniji
23. A. Aregbeshola
24. R. Ogunbameru
25. O. Akinyemi
26. A. Akapo
27. K. Afuwape
28. V. Adeyemi
29. A. Taiwo
30. A. Adeoye
31. A. Awogbade
32. T. Nanakumo
33. N. Owolewa
34. T. Dorotoye
35. O. Onasanya
36. T. Ajibade
37. T. Oladokun
38. R. Pitan
39. A. Atat
40. S. Adeyemi
41. R. Adebiyi

## Nasarawa Survey Team

### Supervisors

1. Prof. A.A. Adewuyi
2. Prof. F.A. Adesina
3. Mr. Sola Asa
4. Mr. S. Adeoye
5. Dr. T.O. Odekunle
6. Director, Nasarawa
7. Dr.(Mrs) O.O. Obilade
8. Mrs. M. Omosule
9. Mr. Dele Faleye

### Fieldworkers

1. Zaina Mohamed
2. Justina Bokah
3. Salamatu Oga
4. A.R. Akeem
5. Esther Jaar
6. J. Anzaku
7. Tanz E.D.
8. S. Sakuma
9. Gyang Dung
10. Felicia Idakula
11. Esther Shade
12. Esther Auta
13. Hannah David
14. Talatu Edom
15. Esther Yiga
16. Atsche T.
17. Samaila N.J.
18. Bako Tuta
19. Martina Danjuma
20. Mary Gogo

# Appendix C. Headmaster/Head Teacher School Survey Questionnaire

MEASURE EVALUATION BASELINE HEALTH AND EDUCATION SURVEY 2005  
for COMPASS PROJECT  
HEADMASTER/HEAD TEACHER QUESTIONNAIRE

QUESTIONNAIRE IDENTIFICATION NUMBER												<input style="width: 20px; height: 20px;" type="text"/>			
COMMUNITY NAME _____										<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>					
NAME OF SCHOOL _____															
EA NUMBER .....															
LGA.....															
Bauchi :		FCT :		Kano :		Lagos:					Nasarawa				
Alkaleri	01	Abaji	09	Ajingi	15	Gwarzo	22	Ajeromi-	31	Lagos		Akwanga	45		
Bauchi	02	Abuja		Bebeji	16	Kabo	23	If		Mainl	39	Doma	46		
Giade	03	Mun	10	Bichi	17	Kano Mun	24	Alimosho	32	Mushin	40	Karu	47		
Kirfi	04	Bwari	11	Dala	18	Kibiya	25	Badaga	33	Ojo	41	Keana	48		
Misau	05	Gnagwala	12	Gaba-		Kura	26	Beju-Lek	34	Oshodi Is	42	Keffi	49		
Ningi	06	Kuje	13	sawa	19	Nasarawa	27	Eti Osa	35	Shomolu	43	Kokona	50		
Taf Bal	07	Kwali	14	Garko	20	Tsanyawa	28	Ikorodu	36	Surulere	44	Wamba	51		
Zaki	08			Gaya	21	Warawa	29	Kosofe	37						
				Gwale	22			Lagos Isl	38						
SCHOOL CATEGORY: PRIMARY ONLY=1 PRE-PRIMARY & PRIMARY=2.....										<input style="width: 20px; height: 20px;" type="text"/>					
TYPE OF SCHOOL: QU'RANIC PRIMARY=1 ISLAMIYA PRIMARY=2 SECULAR PRIMARY=3. CATHOLIC PRIMARY=4 CHRISTIAN PRIMARY=5 OTHER RELIGIOUS PRIMARY=6										<input style="width: 20px; height: 20px;" type="text"/>					
SCHOOL CLASSIFICATION: PUBLIC=1 PRIVATE=2 MILITARY=3										<input style="width: 20px; height: 20px;" type="text"/>					
LOCATION OF SCHOOL: URBAN=1, SEMI-URBAN = 2, RURAL=3										<input style="width: 20px; height: 20px;" type="text"/>					
<b>INTERVIEWER VISITS</b>															
			1			2				3		FINAL VISIT			
DATE	_____			_____			_____			DAY	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>				
INTERVIEWER'S NAME	_____			_____			_____			MONTH	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>				
RESULT*	_____			_____			_____			YEAR	<input style="width: 20px; height: 20px;" type="text"/>				
NEXT VISIT: DATE	_____			_____						NAME	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>				
TIME	_____			_____						RESULT	<input style="width: 20px; height: 20px;" type="text"/>				
										TOTAL NO. OF VISITS	<input style="width: 20px; height: 20px;" type="text"/>				

**QUESTIONNAIRE IDENTIFICATION NUMBER**

--	--	--	--

**\*RESULT CODES:**

- |                    |                    |               |
|--------------------|--------------------|---------------|
| 1 COMPLETED        | 4 REFUSED          | 7 OTHER _____ |
| 2 NO ONE AVAILABLE | 5 PARTLY COMPLETED | (SPECIFY)     |
| 3 POSTPONED        | 6 INCAPACITATED    |               |

<p>SUPERVISOR</p> <p>NAME _____</p> <p>DATE _____</p>	<p>OFFICE EDITOR</p>	<p>KEYED BY</p>						
<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		

**School Survey GPS Log**

**CHECKLIST**

- TURN GARMIN ON
- WAIT UNTIL ACCURACY AT LEAST WITHIN 15 METERS (NO MORE THAN 15 METERS)
- PRESS *PAGE* BUTTON UNTIL YOU REACH *MENU* SCREEN AND SELECT **MARK**
- SAVE WAYPOINT
- RECORD ALTITUDE
- COPY WAYPOINT POSITION FROM THE *WAYPOINT* PAGE
- PRESS *PAGE* BUTTON TO REACH *MENU* SCREEN AND SELECT *WAYPOINT*
- VERIFY THAT COORDINATE IS LISTED
- TURN UNIT OFF

POSITION			
GPS UNIT NUMBER.....			<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
WAYPOINT NUMBER .....			<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
ALTITUDE (ELEV) .....			<input style="width: 20px; height: 20px;" type="text"/>
LATITUDE (N/S) .....	N/S/W/E	DEGREES	DECIMAL DEGREES
LONGITUDE (W/E) .....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>

## SECTION 1. GENERAL SCHOOL INFORMATION

### INTRODUCTION AND CONSENT

#### READ INFORMED CONSENT FORM

May I begin the interview now?

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

RESPONDENT AGREES TO BE INTERVIEWED..... 1      RESPONDENT DOES NOT AGREE TO BE INTERVIEWED.... 2 →END  
v

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP												
101	<b>RECORD THE TIME (START OF INTERVIEW).</b>	HOUR ..... <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> MINUTES..... <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>													
102	In what year did this school open?	YEAR OPENED <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> YEARS OLD ..... <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> DON'T KNOW ..... 9998													
103	Who is the proprietor of the school?	FEDERAL GOVT.....1 STATE GOVT.....2 LOCAL GOVT.....3 COMMUNITY.....4 RELIGIOUS GROUP.....5 GROUP OWNERSHIP (e.g., POLICE,NAA)..6 INDIVIDUAL OWNERSHIP.....7 NGO.....8 OTHER _____ 9 (SPECIFY)													
104	Is this school single sex or mixed (boys and girls)?	BOYS ONLY.....1 GIRLS ONLY.....2 BOYS AND GIRLS.....3	→106 →106												
105	How is the seating arrangement in mixed classes?	BOYS ONE SIDE/GIRLS ONE SIDE.....1 BOYS IN FRONT/GIRLS IN BACK.....2 GIRLS IN FRONT/BOYS IN BACK.....3 ACCORDING TO HEIGHT.....4 ONE GIRL, ONE BOY ON EACH SEAT.....5 NO ORGANIZED SEATING.....6 DON'T KNOW.....8													
106	What shifts are offered at this school? <b>SHIFTS MEAN THAT DIFFERENT PUPILS ATTEND IN THE AM AND PM</b>	MORNING SHIFT ONLY.....1 AFTERNOON SHIFT ONLY.....2 MORNING & AFTERNOON.....3	→ 108 → 108												
107	Are these shifts taught by the same teachers?	YES ..... 1 NO..... 2													
108a -m	What subjects are offered at this school? <b>ASK ABOUT EACH SUBJECT INDIVIDUALLY.</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>a) Local language instruction</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>b) English</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>c) French</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		YES	NO	a) Local language instruction	1	2	b) English	1	2	c) French	1	2	
	YES	NO													
a) Local language instruction	1	2													
b) English	1	2													
c) French	1	2													

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																	
		<table border="1"> <tr><td>d) Arabic</td><td>1</td><td>2</td></tr> <tr><td>e) Mathematics</td><td>1</td><td>2</td></tr> <tr><td>f) Science</td><td>1</td><td>2</td></tr> <tr><td>g) Physical and health education</td><td>1</td><td>2</td></tr> <tr><td>h) Religion</td><td>1</td><td>2</td></tr> <tr><td>i) Agriculture/home economics</td><td>1</td><td>2</td></tr> <tr><td>j) Social studies and citizenship educ</td><td>1</td><td>2</td></tr> <tr><td>k) Cultural and creative arts</td><td>1</td><td>2</td></tr> <tr><td>l) Computer education</td><td>1</td><td>2</td></tr> <tr><td>m) Other _____</td><td>1</td><td>2</td></tr> <tr><td colspan="3" style="text-align: center;">SPECIFY</td></tr> </table>	d) Arabic	1	2	e) Mathematics	1	2	f) Science	1	2	g) Physical and health education	1	2	h) Religion	1	2	i) Agriculture/home economics	1	2	j) Social studies and citizenship educ	1	2	k) Cultural and creative arts	1	2	l) Computer education	1	2	m) Other _____	1	2	SPECIFY			
d) Arabic	1	2																																		
e) Mathematics	1	2																																		
f) Science	1	2																																		
g) Physical and health education	1	2																																		
h) Religion	1	2																																		
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m) Other _____	1	2																																		
SPECIFY																																				
109	<p>How many primary school teachers in this school have the following qualifications?</p>	<table border="1"> <tr><td>B.ED</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>NCE (PES)</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>NCE (OTHER SUBJECTS)</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>TC II</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>TC II REFERRED</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>SSCE</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>OTHER _____</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td colspan="3" style="text-align: center;">SPECIFY</td></tr> </table>	B.ED	<input type="text"/>	<input type="text"/>	NCE (PES)	<input type="text"/>	<input type="text"/>	NCE (OTHER SUBJECTS)	<input type="text"/>	<input type="text"/>	TC II	<input type="text"/>	<input type="text"/>	TC II REFERRED	<input type="text"/>	<input type="text"/>	SSCE	<input type="text"/>	<input type="text"/>	OTHER _____	<input type="text"/>	<input type="text"/>	SPECIFY												
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110	<p>Are pupils taught in the local language during the first three years of school?</p>	<p>YES ..... 1 NO ..... 2</p>																																		
111	<p>Now I would like to ask you some questions about this school's infrastructure. How many physical classrooms (arms) are there per grade?</p> <p><b>RECORD NUMBER OF ARMS PER GRADE IN BOXES.</b></p>	<table border="1"> <tr><td>PRIMARY 1.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 2.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 3.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 4.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 5.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 6.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>TOTAL # OF PRIMARY CLASSROOMS...</td><td><input type="text"/></td><td><input type="text"/></td></tr> </table>	PRIMARY 1.....	<input type="text"/>	<input type="text"/>	PRIMARY 2.....	<input type="text"/>	<input type="text"/>	PRIMARY 3.....	<input type="text"/>	<input type="text"/>	PRIMARY 4.....	<input type="text"/>	<input type="text"/>	PRIMARY 5.....	<input type="text"/>	<input type="text"/>	PRIMARY 6.....	<input type="text"/>	<input type="text"/>	TOTAL # OF PRIMARY CLASSROOMS...	<input type="text"/>	<input type="text"/>													
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<p><b>CHECK Q106. IF SCHOOL OFFERS SINGLE SHIFTS ONLY, SKIP TO Q113. IF SCHOOL OFFERS DOUBLE SHIFTS, ASK THE FOLLOWING:</b></p>																																				
112	<p>How many class shifts are there per class? <b>(THIS INCLUDES MORNING AND AFTERNOON CLASS SHIFTS)</b></p>	<table border="1"> <tr><td>PRIMARY 1.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 2.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 3.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 4.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 5.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>PRIMARY 6.....</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>TOTAL # OF CLASS SHIFTS...</td><td><input type="text"/></td><td><input type="text"/></td></tr> </table>	PRIMARY 1.....	<input type="text"/>	<input type="text"/>	PRIMARY 2.....	<input type="text"/>	<input type="text"/>	PRIMARY 3.....	<input type="text"/>	<input type="text"/>	PRIMARY 4.....	<input type="text"/>	<input type="text"/>	PRIMARY 5.....	<input type="text"/>	<input type="text"/>	PRIMARY 6.....	<input type="text"/>	<input type="text"/>	TOTAL # OF CLASS SHIFTS...	<input type="text"/>	<input type="text"/>													
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NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP	
113	Now I would like to ask you some questions about this school's water source. What is the most commonly used source of drinking water available on-site at this school?	TAP ..... 1 PROTECTED WELL/BOREHOLE ..... 2 UNPROTECTED WELL ..... 3 SPRING ..... 4 RIVER/LAKE /POND ..... 5 WATER VENDOR/TANKER ..... 6 OTHER ..... 7 (SPECIFY) NO WATER SOURCE ON SITE ..... 0	→ 118	
114	Is this source of water covered/protected from bugs?	YES ..... 1 NO ..... 2		
115	Does this school perform any water treatment (e.g., disinfectant, boiling, iodine candle/filter/pills, other)?	YES ..... 1 NO ..... 2	→ 116	
116	When was the last time any water treatment was performed?	# OF DAYS AGO <input type="text"/> <input type="text"/>  DON'T KNOW/DR ..... 98		
117	Can pupils get a drink of water whenever they want to or need to?	YES ..... 1 NO ..... 2		
118	Does this school have toilets or latrines? <b>IF YES, ASK TO SEE THEM AND FILL IN 119 WITH THE RELEVANT NUMBER OF LATRINES/TOILETS.</b>	YES ..... 1 NO ..... 2	→ 120	
119a -b	<b>TOILET TYPE</b>	<b># OF TOILETS/LATRINES FOR PUPILS ONLY</b>	<b># OF TOILETS/LATRINES FOR TEACHERS ONLY</b>	<b># OF SHARED TOILETS/LATRINES – PUPILS &amp; TEACHERS</b>
		Male ONLY Female ONLY Shared (M&F)	Male ONLY Female ONLY Shared (M&F)	Male ONLY Female ONLY Shared (M&F)
	a) LATRINE			
	b) TOILET			
120	What is the main means of waste disposal used by this school?	BURYING ..... 1 BURNING ..... 2 INCINERATOR ..... 3 REFUSE VENDOR ..... 4 OTHER ..... 5 SPECIFY		
121a -e	Now I would like to talk to you about whether this school has ever received an inspection/supervision visit from someone from outside this school. Has this school ever received an inspection/supervision from:  a. Federal Ministry of Education? b. State Ministry of Education? c. State Primary Education Board? d. LGA Education Authority? e. Community?		YES NO	IF NO FOR Q.121a-E, SKIP TO Q.123
122a -g	The <u>last</u> time that a supervisor/inspector visited, did he/she? a. Check school registers? b. Discuss problems? c. Discuss policy/administrative issues? d. Hold an official meeting with teachers and school staff? e. Observe individual teachers teaching? f. Meet with teachers individually? g. Do anything else?		YES NO	
		a) CHECK SCH REG b) DISCUSS PROB c) DISCUSS POL/AD d) HOLD MTG e) OBS TEACHERS f) MEET W/ TEACH g) OTHER SPECIFY	1 2 2 2 1 2 2	
123	Did this school ever participate in any LEAP/USAID activities?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8		

**SECTION 2. RECORD KEEPING**

201	<p>Now I would like to ask you about record-keeping.</p> <p>Does this school keep teacher attendance records? <b>IF YES, ASK TO SEE THE TEACHER ATTENDANCE RECORD/REGISTER.</b></p>	<p>YES, RECORD OBSERVED..... 1          YES, NOT SEEN ..... 2          NO RECORD MAINTAINED..... 3</p>	<p>→ 203          → 203</p>
202	<p>How recent is the date of the most recent entry?</p>	<p>TODAY..... 1          1 WORK DAY AGO..... 2          2 WORK DAYS AGO..... 3          &gt; 3 WORK DAYS AGO..... 4</p>	
203	<p>Does this school keep a record of how many pupils were enrolled in each class at the beginning of each school year?</p>	<p>YES ..... 1          NO ..... 2</p>	<p>→ 207</p>
204	<p>Now, I would like to ask you some questions about student enrollment, drop-out and repeaters from the last school year. That is, from 2004-2005. Does this school have those records?</p>	<p>YES ..... 1          NO ..... 2</p>	<p>→ 207</p>
<p><b>ASK TO SEE THE PERTINENT RECORDS FROM THE LAST SCHOOL YEAR (2004-2005) AND RECORD THE SOURCE OF THAT INFORMATION IN 205, THEN FILL IN 206 A-F.</b></p>			
205	<p><b>RECORD THE SOURCE(S) OF INFORMATION FOR #'S OF PUPILS. CIRCLE ALL SEEN.</b></p>	<p>WALL CHART.....A          REGISTER.....B          OTHER.....W          (SPECIFY)</p>	

206a-f	<b>CLASS</b>	<b>NUMBER OF PUPILS ENROLLED AT THE BEGINNING OF LAST SCHOOL YEAR (2004-2005)</b>		<b>NUMBER OF DROP OUTS (PUPILS WHO WERE ENROLLED AT BEGINNING OF THE 2004-2005 YEAR BUT DROPPED OUT DURING THE SCHOOL YEAR. DO NOT INCLUDE STUDENTS WHO COMPLETED A GRADE IN 2004-2005 BUT DID NOT ENROLL IN THE SUBSEQUENT GRADE FOR 2005-2006. )</b>		<b>NUMBER OF REPEATERS (PUPILS WHO FAILED IN 2004-2005 AND ARE REPEATING THE SAME CLASS DURING THE CURRENT SCHOOL YEAR 2005-2006)</b>	
		<b>FEMALE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>MALE</b>
	a) PRIMARY 1						
	b) PRIMARY 2						
	c) PRIMARY 3						
	d) PRIMARY 4						
	e) PRIMARY 5						
f) PRIMARY 6							
207	Do you have records on the current school year (2005-2006) enrollment for pupils and/or the number of teachers per class?  <b>IF YES, ASK TO SEE CURRENT ENROLLMENT RECORDS AND/OR # OF TEACHERS PER CLASS AND RECORD THE SOURCE OF THAT INFORMATION IN Q208. THEN FILL IN Q209.</b>			YES..... 1 NO..... 2		→210	
208	<b>RECORD THE SOURCE(S) OF INFORMATION FOR CURRENT ENROLLMENT.</b>  <b>CIRCLE ALL SEEN.</b>			WALL CHART.....A REGISTER.....B OTHER.....W (SPECIFY)			
FOR SCHOOLS WITH A MORNING SHIFT ONLY, FILL IN 209A-H. FOR SCHOOLS WITH DOUBLE SHIFTS, FILL IN 209 A-H FOR THE MORNING SHIFT AND 209 I-M FOR THE AFTERNOON SHIFT. FOR SCHOOLS WITH AFTERNOON SHIFT ONLY, FILL IN 209 I-O.							
209 A-N	<b>CLASS</b>	<b>NUMBER OF PUPILS ENROLLED AT BEGINNING OF SCHOOL YEAR (2005-2006)</b>			<b>NUMBER OF TEACHERS EMPLOYED AT BEGINNING OF SCHOOL YEAR (2005-2006)</b>		
	<b>MORNING SHIFT</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
	a) PRIMARY 1						
	b) PRIMARY 2						
	d) PRIMARY 3						
	e) PRIMARY 4						
	f) PRIMARY 5						
	g) PRIMARY 6						
	<b>h) TOTAL MORNING SHIFTS</b>						
	<b>AFTERNOON SHIFTS</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
	i) PRIMARY 1						
	j) PRIMARY 2						
	k) PRIMARY 3						
	l) PRIMARY 4						
	m) PRIMARY 5						
	n) PRIMARY 6						
	<b>o) TOTAL AFTERNOON SHIFTS</b>						

210a -w	Does this school have any of the following documents: <b>ASK ABOUT EACH DOCUMENT INDIVIDUALLY. IF YES, ASK TO SEE THE DOCUMENT.</b>	YES, SEEN	YES,NOT SEEN	NO	DON'T KNOW
	a) 2005-2006 Admission Register	1	2	3	8
	b) 2005-2006 School Calendar	1	2	3	8
	c) Promotion Records	1	2	3	8
	d) Transfer Records	1	2	3	8
	e) Retention rates	1	2→210f	3→ 201f	8→210f
	e.1) <b>WRITE IN RETENTION RATE:</b> _____				
	<b>WRITE IN YEAR</b> _____				
	f) Completion rates	1	2→210g	3→210g	8→210g
	f.1) <b>WRITE IN COMPLETION RATE:</b> _____				
	<b>WRITE IN YEAR:</b> _____				
	g) National Curriculum for Primary Education	1	2	3	8
	h) Weekly Scheme of Work	1	2	3	8
	i) Teacher attendance records for this school year	1	2	3	8
	j) Pupil attendance records for this school year	1	2	3	8
	k) Exams syllabus for this school year	1	2	3	8
	l) National Education Policy	1	2	3	8
	m) Continuous Assessment Register	1	2	3	8
	n) Individual teacher records	1	2	3	8
	o) Individual pupil records	1	2	3	8
	p) Immunization records for immunizations given at school	1	2	3	8
	q) De-worming records for de-worming given at school	1	2	3	8
	r) Micronutrient records for supplementation given at school	1	2	3	8
	s) Teacher referrals for children sent to health facility	1	2	3	8
	t) Endemic Disease records	1	2	3	8
	u) Inspection report book	1	2	3	8
	v) Log book for IRI radio	1	2	3	8
	w) Visitors Log Book	1	2	3	8

### **SECTION 3. SCHOOL HEALTH ACTIVITIES AND HEALTH CURRICULA**

301	Now I would like to ask you some questions related to health activities at this school. Does this school have a sickbay?	YES .....1 NO .....2 DON'T KNOW .....8				
302	Does this school have a government-designated health facility to which the school is formally linked? <b>IF YES, ASK IF IT IS IN THE SCHOOL COMPOUND.</b>	YES,IN SCHOOL COMPOUND .....1 YES, OUTSIDE SCHL COMPOUND .....2 NO.....3 DON'T KNOW.....8			→306 →306	
303	What is the name of the health facility?	NAME _____				
304	What type of health facility is it?	PUBLIC HEALTH CLINIC.....1 PRIVATE HEALTH CLINIC.....2 PUBLIC HEALTH POST.....3 PRIVATE HEALTH POST.....4 DISPENSARY.....5 OTHER PUBLIC.....6 SPECIFY _____ OTHER PRIVATE _____7 SPECIFY _____				
305a -f	Does staff from the health facility provide any of the following services at this school, or are students referred to the health facility for these services?	<b>SERVICES</b>	<b>YES, PROVIDE AT SCHL</b>	<b>YES, REFER</b>	<b>NO</b>	<b>DON'T KNOW</b>
		a) IMMUNIZATION				
		b) MICRONUTRIENTS				
		d) DE-WORMING				

		d) FP COUNSELING				
		e) STI/HIV/AIDS PREVENTION INFO				
		f) OTHER _____ SPECIFY				
306	How often are physical inspections conducted on the pupils?	DAILY.....1 WEEKLY.....2 MONTHLY.....3 ONCE A TERM.....4 NEVER.....5 OTHER.....6 SPECIFY				
307	Does this school have a first aid box?	YES .....1 NO.....2				
308	Is there at least one teacher on staff who is trained in first aid?	YES .....1 NO.....2				
309	Does the school integrate health into class activities?	YES .....1 NO.....2				
310	Does this school have the Family Life Health Education (FLHE) curriculum? <b>IF YES, ASK TO SEE THE FLHE CURRICULUM.</b>	YES, FLHE SEEN .....1 YES, FLHE NOT SEEN.....2 NO.....3				
311	Does this school have a health curriculum? <b>IF YES, ASK TO SEE CURRICULUM.</b>	YES, CURRICULUM SEEN.....1 YES, CURRICULUM NOT SEEN.....2 NO CURRICULUM.....3				

#### **SECTION 4. SCHOOL MATERIALS AND RESOURCES**

401	Now I would like to ask you some questions about materials available at this school. Have you ever heard of interactive radio instruction (IRI)?	YES .....1 NO .....2				→ 405
402	Does this school practice IRI?	YES .....1 NO.....2				→ 405
403	When did this school start practicing IRI?	DD/MM/YR  DON'T KNOW/DR.....999998				
404	How many IRI radios does this school have?	NUMBER OF RADIOS  DON'T KN <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>				
405	Does this school have a library?	YES .....1 NO .....2				→501
406	Approximately, how many books are in the library? <b>WRITE IN NUMBER ON LINE.</b>	NUMBER OF BOOKS _____				
407	Who provides books for the library? <b>CIRCLE ALL MENTIONED.</b>	STATE PRIM EDUC BOARD.....A EDUCATION TRUST FUND.....B NGOS/FBOS.....C PTA..... <input type="checkbox"/> COMMUNITY..... <input type="checkbox"/> OTHER.....W SPECIFY				

#### **SECTION 5. PARENT TEACHER ASSOCIATION (PTA)**

501	Now I would like to ask you some questions about parent-teacher associations (PTA). Does this school have a PTA?	YES .....1 NO .....2				→ 509
502	Do you participate in the PTA?	YES .....1 NO .....2				
503	How many times per year are PTA meetings held?	<input type="text"/> <input type="text"/>  AD/HOC/NO REGULAR SCHEDULE.....96 DON'T KNOW/DR.....98				

504	Do parents have access to their children's school books during PTA meetings?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	
505	Is the community invited to be part of the PTA meetings?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	
506	Has the PTA ever written a grant proposal or written a request for donation?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	
507	Does the PTA raise funds for the school (either for school activities and/or for general repairs)?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	→ 509 → 509
508	How are funds raised to implement these activities?  <b>CIRCLE ALL MENTIONED.</b>	FUNDRAISING EVENTS ..... A PTA MEMBERSHIP DUES ..... B PTA SCHOOL LEVIES ..... C PERSONAL DONATIONS ..... D DONATIONS FROM BUSINESSES ..... E DONATIONS FROM NGOS ..... F OTHER _____ W  SPECIFY	
509	Are there any subjects that parents have advocated be included in the school curriculum?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	→ 511 → 511
510	Which ones?  <b>WRITE IN REPONSES.</b>	_____	
511	Are there any subjects that parents have advocated be expunged from the school curriculum?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	→ 601 → 601
512	Which ones?  <b>WRITE IN REPONSES.</b>	_____	

### **SECTION 6. HEADMASTER/HEAD TEACHER BACKGROUND AND EXPERIENCE**

601	Now I would like to ask you some questions about your training and experience. In what year did you start working at this school?	YEAR BEGAN WORKING <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DON'T KNOW ..... 9998	
602	What is your present technical qualification?	B.ED ..... 1 NCE (PES) ..... 2 NCE (OTHER SUBJECTS) ..... 3 TC II ..... 4 TC II REFERRED ..... 5 OTHER ..... 6  SPECIFY	
603	Which year did you graduate with this qualification?	YEAR GRADUATED <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
604	In total, how many years have you worked as a head teacher or head-master in primary schools (including other schools besides this one)?	NUMBER OF YEARS <input type="text"/> <input type="text"/>	
605	Now I would like to ask you some questions regarding in-service training you may have received within the past two years. Have you participated in the Sandwich training course?	YES ..... 1 NO ..... 2	→ 609

606	Who planned the training?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 <b>SPECIFY</b> DON'T KNOW.....8																															
607	Who paid for your participation in this course?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 <b>SPECIFY</b> DON'T KNOW.....8																															
608a -i	Were any of the following teaching methodologies featured at the training? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other.....(SPECIFY)	<table border="1"> <thead> <tr> <th data-bbox="997 764 1300 789"><b>METHODOLOGY</b></th> <th data-bbox="1310 764 1382 789"><b>YES</b></th> <th data-bbox="1391 764 1442 789"><b>NO</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="997 795 1300 821">a) ROLE-PLAY</td> <td data-bbox="1310 795 1382 821">1</td> <td data-bbox="1391 795 1442 821">2</td> </tr> <tr> <td data-bbox="997 827 1300 852">b) INQUIRY</td> <td data-bbox="1310 827 1382 852">1</td> <td data-bbox="1391 827 1442 852">2</td> </tr> <tr> <td data-bbox="997 858 1300 884">c) GAMING</td> <td data-bbox="1310 858 1382 884">1</td> <td data-bbox="1391 858 1442 884">2</td> </tr> <tr> <td data-bbox="997 890 1300 915">d) DEMONSTRATION</td> <td data-bbox="1310 890 1382 915">1</td> <td data-bbox="1391 890 1442 915">2</td> </tr> <tr> <td data-bbox="997 921 1300 947">e) EXPERIMENTATION</td> <td data-bbox="1310 921 1382 947">1</td> <td data-bbox="1391 921 1442 947">2</td> </tr> <tr> <td data-bbox="997 953 1300 978">f) DISCUSSION</td> <td data-bbox="1310 953 1382 978">1</td> <td data-bbox="1391 953 1442 978">2</td> </tr> <tr> <td data-bbox="997 984 1300 1010">g) LECTURE</td> <td data-bbox="1310 984 1382 1010">1</td> <td data-bbox="1391 984 1442 1010">2</td> </tr> <tr> <td data-bbox="997 1016 1300 1041">h) PRAC EXER/FIELDWORK</td> <td data-bbox="1310 1016 1382 1041">1</td> <td data-bbox="1391 1016 1442 1041">2</td> </tr> <tr> <td data-bbox="997 1047 1300 1073">i) OTHER</td> <td data-bbox="1310 1047 1382 1073">1</td> <td data-bbox="1391 1047 1442 1073">2</td> </tr> </tbody> </table>	<b>METHODOLOGY</b>	<b>YES</b>	<b>NO</b>	a) ROLE-PLAY	1	2	b) INQUIRY	1	2	c) GAMING	1	2	d) DEMONSTRATION	1	2	e) EXPERIMENTATION	1	2	f) DISCUSSION	1	2	g) LECTURE	1	2	h) PRAC EXER/FIELDWORK	1	2	i) OTHER	1	2	
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609	Have you participated in a Subject Panel Workshop/seminar in the past two years?	YES .....1 NO .....2	→613																														
610	Who planned the workshop/seminar?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 <b>SPECIFY</b> DON'T KNOW.....8																															
611	Who paid for your participation in this workshop/seminar?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 <b>SPECIFY</b> DON'T KNOW.....8																															

612a -i	Were any of the following teaching methodologies featured at the workshop/seminar? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other _____(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2	
613	Have you participated in the Annual Teacher's Conference in the past two years?	YES ..... 1 NO ..... 2	→ 617		
614	Who planned the conference? <b>READ POSSIBLE RESPONSES.</b>	NIGERIAN UNION OF TEACHERS (NUT)..1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 <b>SPECIFY</b> DON'T KNOW.....8			
615	Who paid for your participation in this conference?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 <b>SPECIFY</b> DON'T KNOW.....8			
616a -i	Were any of the following teaching methodologies featured at the conference? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other _____(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2	
617	Have you participated in the Cluster Teacher Training in the past two years?	YES ..... 1 NO ..... 2	→621		

618	Who planned the training?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 <b>SPECIFY</b> DON'T KNOW.....8		
619	Who paid for your participation in this course?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 <b>SPECIFY</b> DON'T KNOW.....8		
620a -i	Were any of the following teaching methodologies featured at the training? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other.....(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2
621	Have you ever received any school-based mentoring?	YES .....1 NO.....2		

**READ THE FOLLOWING THANK YOU STATEMENT:**

**Thank you very much for your time. I greatly appreciate the time you spent with me answering these questions. The information you provided to me will be very helpful in improving the activities of the COMPASS Project and primary school and health services for your community. If you have any questions about anything I asked you about, please contact Prof. Adewuyi at 0803-719-3284 at the Center for Research, Evaluation and Resource Development.**

**INTERVIEWER: CHECK TO MAKE SURE YOU HAVE COLLECTED A GPS COORDINATE FOR THE SCHOOL.**

INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT(S):

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COMMENTS ON SPECIFIC QUESTIONS:

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ANY OTHER COMMENTS:

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SUPERVISOR'S OBSERVATIONS

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NAME OF THE SUPERVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

EDITOR'S OBSERVATIONS

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# Appendix D. Teacher/School Classroom Survey Questionnaire

NAME OF EDITOR: \_\_\_\_\_ DATE: \_\_\_\_\_

## MEASURE EVALUATION BASELINE HEALTH AND EDUCATION SURVEY 2005 for COMPASS PROJECT TEACHER QUESTIONNAIRE

QUESTIONNAIRE IDENTIFICATION NUMBER																				
COMMUNITY NAME _____											<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
NAME OF SCHOOL _____																				
EA NUMBER .....																				
LGA.....											<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
Bauchi :		FCT :		Kano :		Gwarzo :		Lagos:				Nasarawa:								
Alkaleri	01	Abaji	09	Ajingi	15	Kabo	22	Ajeromi-I	31	Lagos	39	Akwanga	45							
Bauchi	02	Abuja		Bebeji	16	Kabo	23	Alimosho	32	Maini		Doma	46							
Giade	03	Mun	10	Bichi	17	Kano Mun	24	Badaga	33	Mushin	40	Karu	47							
Kirfi	04	Bwari	11	Dala	18	Kibiya	25	Beju-Lek	34	Ojo	41	Keana	48							
Misau	05	Gnagwala	12	Gabasaw	19	Kura	26	Eti Osa	35	Oshodi Is	42	Keffi	49							
Ningi	06	Kuje	13	Garko	20	Nasarawa	27	Ikorodu	36	Shomolu	43	Kokona	50							
Taf Bal	07	Kwali	14	Gaya	21	Tsanyawa	28	Kosofe	37	Surulere	44	Wamba	51							
Zaki	08			Gwale	22	Warawa	29	Lagos Isl	38											
SCHOOL CATEGORY: PRIMARY ONLY=1 PRE-PRIMARY & PRIMARY=2											<input type="checkbox"/>									
TYPE OF SCHOOL: QU'RANIC PRIMARY=1 ISLAMIYA PRIMARY=2 SECULAR PRIMARY=3 CATHOLIC PRIMARY=4 CHRISTIAN PRIMARY=5.....OTHER RELIGIOUS PRIMARY=6											<input type="checkbox"/>									
SCHOOL CLASSIFICATION: PUBLIC=1 PRIVATE=2 MILITARY=3											<input type="checkbox"/>									
LOCATION OF SCHOOL: URBAN=1, SEMI-URBAN = 2, RURAL=3											<input type="checkbox"/>									
INTERVIEWER VISITS																				
	1			2			3			FINAL VISIT										
DATE	_____			_____			_____			DAY	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
INTERVIEWER'S NAME	_____			_____			_____			MONTH	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
RESULT*	_____			_____			_____			YEAR	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
	_____			_____			_____			NAME	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									
	_____			_____			_____			RESULT	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>									





107a -m	What subjects do you teach?		<b>YES</b>	<b>NO</b>	
		a) Local language instruction	1	2	
		b) English	1	2	
		c) French	1	2	
		d) Arabic	1	2	
		e) Mathematics	1	2	
		f) Science	1	2	
		g) Physical and health education	1	2	
		h) Religion	1	2	
		i) Agriculture/home economics	1	2	
		j) Social studies and citizenship educ	1	2	
		k) Cultural and creative arts	1	2	
		l) Computer education	1	2	
m) Other _____	1	2			
		SPECIFY			
108	Now I would like to ask you some questions regarding in-service training you may have received within the past two years. Have you participated in the Sandwich training course?	YES .....1 NO .....2	→ 112		
109	Who planned the training?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 SPECIFY DON'T KNOW.....8			
110	Who paid for your participation in this course?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 SPECIFY DON'T KNOW.....8			
111a -i	Were any of the following teaching methodologies featured at the training? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other _____ (SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2	
112	Have you participated in a Subject Panel Workshop/seminar in the past two years?	YES .....1 NO .....2	→116		

113	Who planned the workshop/seminar?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 SPECIFY DON'T KNOW.....8		
114	Who paid for your participation in this workshop/seminar?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 SPECIFY DON'T KNOW.....8		
115a -i	Were any of the following teaching methodologies featured at the workshop/seminar? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other.....(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2
116	Have you participated in the Annual Teacher's Conference in the past two years?	YES .....1 NO .....2	→ 120	
117	Who planned the conference?	NIGERIAN UNION OF TEACHERS (NUT)...1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 SPECIFY DON'T KNOW.....8		
118	Who paid for your participation in this conference?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 SPECIFY DON'T KNOW.....8		

119a -i	Were any of the following teaching methodologies featured at the conference? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other _____(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2	
120	Have you participated in the Cluster Teacher Training in the past two years?	YES .....1 NO .....2			→124
121	Who planned the training?	NIGERIAN UNION OF TEACHERS (NUT)..1 CONFERENCE OF PRIMARY SCHOOL HEAD TEACHERS OF NIGERIA (COPSHON).....2 LGA AUTHORITY.....3 STATE MINISTRY OF EDUCATION.....4 COLLEGES OF EDUCATION.....5 NGO/CSO/FBO.....6 OTHER.....7 SPECIFY DON'T KNOW.....8			
122	Who paid for your participation in this course?	NUT.....1 STATE MINISTRY OF EDUCATION.....2 NGO/CSO/FBO.....3 SELF.....4 OTHER.....5 SPECIFY DON'T KNOW.....8			
123a -i	Were any of the following teaching methodologies featured at the training? a) Role-play? b) Inquiry? c) Gaming? d) Demonstration? e) Experimentation? f) Discussion? g) Lecture? h) Practical exercises/fieldwork? i) Other _____(SPECIFY)	<b>METHODOLOGY</b> a) ROLE-PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	<b>YES</b> 1 1 1 1 1 1 1 1 1	<b>NO</b> 2 2 2 2 2 2 2 2 2	
124	Have you ever received any school-based mentoring?	YES .....1 NO .....2			
125	Has anyone internal to this school (either the Headmaster, Head teacher, or a more experienced teacher) supervised your teaching in the last 6 months?	YES .....1 NO .....2 DON'T KNOW.....8			
126a -e	Have you ever received an inspection visit from: a) The Federal Ministry of Education? b) The State Ministry of Education? c) The Local Government Education Authority? d) The State Primary Education Board? e) The Community?	a) FEDERAL MIN OF EDUC b) STATE MIN OF EDUC c) LGA EDUC AUTHORITY d) STATE PRIM EDU BOARD e)COMMUNITY	<b>YES</b> 1 1 1 1 1	<b>NO</b> 2 2 2 2 2	

127a	Did you ever participate in any LEAP/USAID activities?	YES .....1 NO .....2	→ 128
127b	If so, did you participate in a LEAP/USAID Inter-active Radio Instruction (IRI) training activity?	YES .....1 NO .....2	
128	Does this school have a Parent-Teacher Association (PTA)?	YES .....1 NO .....2	→201
129	Do you participate in the PTA?	YES .....1 NO .....2	

### **SECTION 2. RECORD KEEPING**

201	Now I would like to ask you about record keeping and, if possible, I would like to see some of the records and documents you have.  Do you keep pupil attendance records? <b>IF YES, ASK TO SEE THE PUPIL ATTENDANCE RECORD/REGISTER.</b>	YES, RECORD OBSERVED..... 1 YES, NOT SEEN..... 2 NO RECORD MAINTAINED ..... 3				
202	How recent is the date of the most recent entry?	TODAY.....1 1 WORK DAY AGO.....2 2 WORK DAYS AGO.....3 > 3 WORK DAYS AGO.....4				
203a-h	Do you have any of the following documents and, if so, may I see them?	<b>YES, SEEN</b>	<b>YES, NOT SEEN</b>	<b>NO</b>	<b>DON'T KNOW</b>	
	A) National Curriculum for Primary Education	1	2	3	8	
	B) Weekly Scheme of Work/Record of Work (Diary)	1	2	3	8	
	C) Lesson Plans (Notes of Lessons)	1	2	3	8	
	D) Exams syllabus	1	2	3	8	
	E) National Education Policy	1	2	3	8	
	F) Individual pupil records/Report Book	1	2	3	8	
	G) Teacher referrals for children sent to health facility (Log book)	1	2	3	8	
	H) Inspection report book	1	2	3	8	

### **SECTION 3. CLASSROOM INFRASTRUCTURE, MATERIALS AND RESOURCES**

301a-i	Now I would like to ask you some questions about the infrastructure in the classroom where you teach. Does the classroom where you teach have the following:  <b>IF THE RESPONDENT TEACHES IN MORE THAN ONE CLASSROOM, ASK ABOUT THE CLASSROOM THEY MOST RECENTLY TAUGHT IN.</b>	<b>YES, SEEN</b>	<b>YES, NOT SEEN</b>	<b>NO</b>	<b>DON'T KNOW</b>	
	a) Cement floors?	1	2	3	8	
	b) A corrugated iron roof?	1	2	3	8	
	c) A window with shutters (metal or wood frame)?	1	2	3	8	
	d) A chalkboard?	1	2	3	8	
	e) A seating place for each pupil?	1	2	3	8	
	f) A writing surface for each pupil?	1	2	3	8	
	g) A teacher's table?	1	2	3	8	
	h) A teacher's chair?	1	2	3	8	
	i) A trash bin?	1	2	3	8	
302	Is it possible to lock the classroom where you teach?	YES.....1 NO.....2				
303	Now I would like to ask you some questions about teaching materials and resources available to you in the classroom where you teach. Have you ever taught lessons using a radio program as an aid?	YES.....1 NO.....2				→ 308
304	What program was it?	IRI .....1 NOT IRI.....2 DON'T KNOW.....8				→ 308 → 308

305	Did you have a special IRI teacher's guide or pupil worksheets to help with the radio lesson?	TEACHER'S GUIDE ONLY.....1 PUPIL WORKSHEET ONLY.....2 BOTH GUIDE AND WORKSHEET.....3 NEITHER.....4											
306	Which class or classes did you use IRI in?  <b>CIRCLE ALL THAT APPLY.</b>	PRIMARY 1.....A PRIMARY 2.....B PRIMARY 3.....C PRIMARY 4.....D PRIMARY 5.....E PRIMARY 6.....F											
307	When was the last time you used IRI?	DAY ..... <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> MONTH ..... <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> YEAR <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> DON'T KNOW.....98											
308	In the classroom where you teach, do you have basic instructional materials?	YES.....1 NO.....2				→ 401							
309a -i	What basic instructional materials does the classroom have?  <b>ASK ABOUT EACH MATERIAL ONE BY ONE. IF YES, ASK TO SEE THE MATERIALS.</b>	MATERIALS	<b>YES, SEEN</b>	<b>YES, NOT SEEN</b>	<b>NO</b>	<b>DK</b>							
		a) CHARTS/POSTERS	1	2	3	8							
		b) STUDENT WORKBOOKS											
		c) IRI TEACHER'S GUIDE	1	2	3	8							
		d) IRI PUPIL WORKSHT	1	2	3	8							
		e) OTHER TEACHER GUIDE	1	2	3	8							
		f) SUPPL READERS	1	2	3	8							
		g) TEXTBOOKS	1	2	3	8							
		h) GAMES	1	2	3	8							
		i) OTHER _____ SPECIFY	1	2	3	8							
310	What condition are the materials in?	GOOD OVERALL.....1 SOME GOOD, SOME BAD.....2 BAD OVERALL.....3											
311	In the classroom where you teach, do you have materials to support English literacy?	YES.....1 NO.....2				→ 314							
312a -i	What materials does the classroom have to support English literacy?  <b>ASK ABOUT EACH MATERIAL ONE BY ONE.</b>	MATERIALS	<b>YES, SEEN</b>	<b>YES, NOT SEEN</b>	<b>NO</b>	<b>DK</b>							
		a) CHARTS/POSTERS	1	2	3	8							
		b) STUDENT WORKBOOKS	1	2	3	8							
		c) IRI TEACHER'S GUIDE	1	2	3	8							
		d) IRI PUPIL WORKSHT	1	2	3	8							
		e) OTHER TEACHER GUIDE	1	2	3	8							
		f) SUPPL READERS	1	2	3	8							
		g) TEXTBOOKS	1	2	3	8							
		h) GAMES	1	2	3	8							

		i) OTHER _____ SPECIFY	1	2	3	8	
313	What condition are the materials in?		GOOD OVERALL.....1 SOME GOOD, SOME BAD.....2 BAD OVERALL.....3				
314	In the classroom where you teach, do you have materials to support numeracy?		YES.....1 NO.....2				→ 401
315a -i	What materials does the classroom have to support numeracy?  <b>ASK ABOUT EACH MATERIAL ONE BY ONE.</b>	MATERIALS	<b>YES, SEEN</b>	<b>YES, NOT SEEN</b>	<b>NO</b>	<b>DK</b>	
		a) CHARTS/POSTERS	1	2	3	8	
		b) STUDENT WORKBOOKS	1	2	3	8	
		c) IRI TEACHER'S GUIDE	1	2	3	8	
		d) IRI PUPIL WORKSHT	1	2	3	8	
		e) OTHER TEACHER GUIDE	1	2	3	8	
		f) SUPPL READERS	1	2	3	8	
		g) TEXTBOOKS	1	2	3	8	
		h) GAMES	1	2	3	8	
		i) OTHER _____ SPECIFY	1	2	3	8	
316	What condition are the materials in?		GOOD OVERALL.....1 SOME GOOD, SOME BAD.....2 BAD OVERALL.....3				

#### **SECTION 4. SCHOOL HEALTH ACTIVITIES AND HEALTH CURRICULA**

401	Now, I would like to ask you some questions related to health activities at this school. Do you teach/cover health education in any of your classes?	YES .....1 NO .....2					→404
402	What topics do you cover?  <b>CIRCLE ALL THAT APPLY.</b>	PERSONAL HYGIENE.....A HOUSEHOLD/ENV HYGIENE.....B MICRONUTRIENTS/ NUTRITION.....C MALARIA PREV.....D FAMILY LIFE EDUC.....E STI/HIV/AIDS PREVENTION.....F PREVENTION OF FEMALE GENITAL CUTTING .....G OTHER _____W (SPECIFY)					
403	Do you have a health curriculum to teach these topics?  <b>IF YES, ASK TO SEE CURRICULUM.</b>	YES, CURRICULUM SEEN.....1 YES, CURRICULUM NOT SEEN.....2 NO, NO CURRICULUM.....3					
404	If a child appears sick or in need of health services, what do you do?	REFER TO HEALTH CLINIC .....1 SEND HOME .....2 SEND TO HEADMASTER'S OFFICE.....3 DO NOTHING.....4 OTHER _____6 SPECIFY					
405	Have you ever been trained in first aid?	YES .....1 NO .....2					

**SECTION 5. KEEPING PUPILS IN SCHOOL**

<b>IN THIS SECTION YOU MUST WRITE IN THE RESPONSES</b>		
501	Now I would like to ask you some questions related to keeping pupils in school. What does this school do to help boys stay in school?	 <hr/> <hr/> <hr/>
502	In your opinion, what (else) could schools do to help boys stay in school?	 <hr/> <hr/> <hr/>
503	What does this school do to help girls stay in school?	 <hr/> <hr/> <hr/>
504	In your opinion, what (else) could schools do to help girls stay in school?	 <hr/> <hr/> <hr/>

**SECTION 6. FAMILY EDUCATION IN SCHOOLS**

601	<p>I would like to ask you some questions about children's health and family education. Family education includes conception, family planning and hygiene.</p> <p>Where do children get information about family education in this community?</p> <p><b>PROBE:</b> From any other source?</p> <p><b>CIRCLE ALL SOURCES MENTIONED.</b></p>	PARENTS/GUARDIANS.....A BROTHERS/SISTERS.....B OTHER RELATIVES.....C FRIENDS.....D RELIGIOUS LEADERS.....E TEACHERS.....F NEWSPAPERS OR MAGAZINES.....H RADIO.....I TELEVISION OR MOVIES.....J HEALTH CENTRE/CLINIC.....K OTHER _____W SPECIFY	
602	Do you think primary school should teach pupils about family education?	YES .....1 NO .....2 DON'T KNOW.....8	→ 604 → 604
603	In which class of primary school should pupils first be taught about family education?	PRIMARY 1.....1 PRIMARY 2.....2 PRIMARY 3.....3 PRIMARY 4.....4 PRIMARY 5.....5 PRIMARY 6.....6	<b>ALL RESPONDENTS GO TO Q605.</b>

604	Why do you think primary schools should NOT teach pupils about family education?  <b>PROBE:</b> Any other reasons?  <b>CIRCLE ALL REASONS MENTIONED.</b>	NOT APPROPRIATE TO TEACH SEX ED IN SCHOOL.....A SEX EDUCATION IS PARENTS' JOB.....B CHILDREN ARE TOO YOUNG.....C CLASSES INCLUDE BOYS & GIRLS AND SEX ED SHOULD BE TAUGHT SEPARATELY TO EACH.....D AGAINST RELIGION.....E ENCOURAGES CHILDREN TO HAVE SEX.....F OTHER .....W SPECIFY	
605	At what age should boys start learning about family education?	AGE..... <input type="text"/> <input type="text"/>	
606	At what age should girls start learning about family education?	AGE..... <input type="text"/> <input type="text"/>	
607	RECORD THE TIME.  HOUR ..... <input type="text"/> <input type="text"/> MINUTES..... <input type="text"/> <input type="text"/>		

**READ THE FOLLOWING THANK YOU STATEMENT:**

**Thank you very much for your time. I greatly appreciate the time you spent with me answering these questions. The information you provided to me will be very helpful in improving the activities of the COMPASS Project and primary school and health services for your community. If you have any questions about anything I asked you about, please contact Prof. Adewuyi at 0803-719-3284 at the Center for Research, Evaluation and Resource Development.**

INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT(S):

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COMMENTS ON SPECIFIC QUESTIONS:

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ANY OTHER COMMENTS:

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SUPERVISOR'S OBSERVATIONS

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NAME OF THE SUPERVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

EDITOR'S OBSERVATIONS

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NAME OF EDITOR: \_\_\_\_\_ DATE: \_\_\_\_\_