

Nigeria End-of-Project Primary School Headmaster and Teacher Survey, 2009

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ACRONYMS

AHIP	Adolescent Health and Information Project
AIDS	acquired immune deficiency syndrome
ANC	antenatal care
ARI	acute respiratory infection
PTA	Parent Teacher Association
CAI	Creative Associates International
CHEW	community health extension worker
COMPASS	Community Participation for Action in the Social Sectors Project
CRERD	Center for Research, Evaluation and Resource Development
CSACEFA	Civil Society Action Coalition on Education For All
DPT3	diphtheria, pertussis, and tetanus vaccine, three doses
IRI	interactive radio instruction
EA	enumeration area
FCT	Federal Capital Territory
FOMWAN	Federation of Muslim Women's Associations of Nigeria
FP	family planning
HIV	human immunodeficiency virus
IPT	intermittent preventive treatment
IR	intermediate result
ITN	insecticide-treated nets
JHU/CCP	Johns Hopkins University Bloomberg School of Public Health Center for Communication Programs
KLN	Kano, Lagos, Nasarawa
LGA	local government area
MSH	Management Sciences for Health
NCE	national certificate in education
NMA	Nigeria Medical Association
OAU	Obafemi Awolowo University
OPV	oral polio vaccine
PES	primary education services
SDP	service delivery point
SO	strategic objective
UBE	universal basic education
UPE	universal primary education
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

This report presents findings from the 2009 Nigeria end-of-project primary school survey among headmasters and teachers. The survey serves as the endline for the Community Participation for Action in the Social Sector Project (COMPASS). The survey was implemented in local government areas (LGAs) in the states of Bauchi, Federal Capital Territory (FCT), Kano, Lagos, and Nasarawa where the COMPASS Project was implemented. COMPASS represents an integration of three previous projects funded by the U.S. Agency for International Development mission in Nigeria (USAID/Nigeria): VISION, BASICS, and LEAP. The purpose of COMPASS was to enhance reproductive health and family planning services, as well as to promote child survival and improved literacy. The core idea behind COMPASS was 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 provide estimated values for a set of indicators that are used by COMPASS and USAID/Nigeria for monitoring program performance with respect to education services. Data from the end-of-project survey are compared with the 2005 baseline survey to measure changes in education indicators resulting from the COMPASS interventions. The results of the end-of-project survey may also be used to redirect efforts or increase levels of interventions in selected areas, based on the needs of schools in COMPASS areas. Because the project was envisaged to have spillover effects in non-intervention LGAs, it was not possible to include control or comparison groups in the study design.

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 compares findings from the 2005 baseline survey and the 2009 end-of-project survey in order to assess the degree of change in key education indicators. A total of 691 schools were selected for interviews in 2009; 3,655 teachers from within those schools were interviewed. Key findings from the 2009 end-of-project survey are provided below.

Education Services

- Over 70% of the school sample is composed of public primary schools.
- Three out of four primary schools provided morning shifts and one out of five sampled primary schools provided both morning and afternoon shifts.
- Over 90% of the primary schools sampled offered English, mathematics, science, physical education and health, and religion instruction.

School Amenities

- At least 40% of sampled primary schools had both a protected water source and latrines or toilets.

- Urban areas were more likely than rural to have a protected water source and latrines or toilets.
- Twenty-two percent of primary schools had a clean water source and allowed free access to the students.
- More private or military primary schools had clean water and free access than public primary schools; more urban primary schools had clean water and free access than rural primary schools.

School Materials and Resources

- Less than 40% of sampled primary school headmasters reported practicing interactive radio instruction (IRI).
- Almost 90% of primary schools had a parent-teacher association (PTA).
- Only 27% of headmasters reported having a library at the school.

Health-Care Amenities and Health in the Curricula

- Over 60% of public primary school headmasters and 40% of headmasters of private or military schools reported giving immunizations at school.
- Only 11% of headmasters sampled reported 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.
- Twenty-two percent of primary schools reported girl-friendly educational services (private latrines or toilets for girls and greater than 40% female teachers on staff).

Quality of Education

- Twelve percent of public school teachers and 8% of private or military school teachers reported having a college degree in education.
- About seven out of 100 teachers reported attending an annual teachers conference.
- Teachers in schools located in urban or semi-urban areas were more likely than those located in rural areas to report attending any in-service training.
- Teachers in public schools were more likely than those in private or military schools to report attending any in-service training.

Classroom Infrastructure, Materials, and Resources

- Twice as many private or military primary school classrooms had basic infrastructure and furniture than did public schools: 69% versus 33%.
- Less than 5% of all headmasters reported having basic instructional materials in the classroom

National Standards, Record Keeping, and Supervision

- Less than 5% of public primary schools and nearly one in five private or military primary schools met the four National Service Standards.
- Eighty-seven percent of teachers reported being supervised in the past six months.

Trends in Education Indicators

- The percent of COMPASS schools that had both a protected water source and latrines or toilets increased from 40% at baseline to 44% at endline. No significant increase was detected in the total population. Significant increases were observed in FCT and in public schools while a significant decrease was detected in Lagos State.
- The percentage of primary schools with clean water, latrines, health in the 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 was 6% at baseline and 11% at endline ($p < 0.05$).
- The percent of primary schools that had clean water (tap, covered well, or borehole) and allowed free access to students declined from 40% at baseline to 22% in the end of project survey. This decline was noted in all subgroups ($p < 0.05$) with the exception of rural areas and semi-urban areas.
- The percent of public schools that practiced IRI increased from less than 15% in 2005 to 39% in 2009 ($P < 0.01$); significant increases occurred in all states except Bauchi.
- The percent of schools with a parent teacher association increased in Nasarawa ($P < 0.01$) but declined in Lagos State ($p < 0.01$) and in urban areas ($p < 0.01$).
- The percentage of teachers who had basic infrastructure and furniture in the classroom, including floor, roof, window, blackboard, seat and writing surface for each pupil, teacher's table and teacher's chair increased from 62% at baseline to 69% at endline in private or military schools ($p < 0.01$). In public school and in all schools, no statistically significant differences were detected between the baseline and end-of-project surveys.
- The percentage of teachers with basic instructional materials in the classroom (wall charts, posters, IRI teacher guides, IRI pupil workbooks, textbooks, games, supplemental readers, and other teacher guides) was less than 5% at baseline and at endline.
- The percentage of primary schools that met 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) increased from 8% at baseline to 15% at endline among private or military schools ($p < 0.05$). No significant changes over time were detected among public school and in the total sample.
- The percentage of schools that had private latrines for girls and more than 40% female teachers on staff, as reported by the headmaster, increased from baseline to endline in the total population (15% versus 22%) and in Bauchi, Kano, and private or military schools.

CHAPTER 1: INTRODUCTION

Alfred Adewuyi and Akanni Akinyemi

1.1 The Nigerian Education Context

Nigeria is the most populous country in Africa with over 140 million people (NPC, 2009), and the tenth most populous country in the world. It is a youthful population, with a total fertility rate of 5.7 per woman. According to 2006 Nigeria census, over 15 million were in age group 6-9 years while less than 10 million among this age group were categorized as currently attending primary school and over 5 million never attended school. Like most countries, Nigeria continues to develop an educational system that is equitable and accessible to all. Two major primary education schemes have been launched in Nigeria - universal primary education (UPE), which was adopted in 1976 as a national policy response to improving primary education in Nigeria; and universal basic education (UBE), which was launched in 1999 and became a national policy in 2004. Primary education in Nigeria is largely managed by both government and private institutions. Public primary schools in Nigeria do not require attendance fees. 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). The 2006 census report showed that about 8 million of the children attending primary school in Nigeria were 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.

1.2 COMPASS and MEASURE Evaluation's Role

In 2004, USAID/Nigeria awarded a five-year COMPASS contract to Pathfinder International and its partners, Johns Hopkins University Bloomberg School of Public Health Center for Communication Programs (JHU/CCP), Creative Associates International (CAI), Constella Futures (currently 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 Nassarawa. The states vary widely in both socio-demographics 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 was from May 2004 through May 2009.

COMPASS contributes 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 coverage of children who have received the three doses of vaccine for diphtheria, pertussis (whooping cough), and tetanus (DPT3); increased birth spacing; and 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 participating in policy dialogue on health and education (IR13.2);
- increasing demand for quality health and education services (IR13.3); and
- increasing access to both health and education facilities (IR13.4).

MEASURE Evaluation is the external evaluator for COMPASS. MEASURE Evaluation, in consultation with COMPASS and USAID/Nigeria, developed a household 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 research organization based in Ile-Ife and affiliated with Obafemi Awolowo University (OAU), to implement the household and facility surveys, as well as the school surveys in the 51 LGAs where COMPASS operates. CRERD was also responsible for the implementation of the baseline and midline COMPASS evaluation surveys in 2005 and 2007, respectively.

This report shows results from the school surveys. Results from the household survey provide data for constructing indicators at the individual level (e.g., indicators of and demand for health and education issues and services) and for calculating attendance rates for primary school-aged children. Results of the facility survey indicators relate 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.

1.3 Survey Objectives

The specific objectives of the baseline school survey include:

- Collecting quantitative data on child education and education service indicators among a sample as part of serving households selected as part of the end of project household survey in 51 LGAs in Bauchi, FCT, Kano, Lagos, and Nasarawa states;
- Obtaining data that will be used as a endline 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.

1.4 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 endline and developed the questionnaires, assisted with training of the supervisors and survey teams and conducted data analysis. The survey reports were produced by CRERD and MEASURE Evaluation.

The baseline data were collected in 2005; the midline data were collected in 2007 and the final endline data were collected in 2009. The objective of the 2009 endline 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 B) against which to measure changes in primary education indicators resulting from the COMPASS. Because the project was 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 2009 primary school headmaster and teacher survey were used to measure changes in primary education indicators resulting from COMPASS project's interventions. The household survey was used to measure changes in the 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.

1.5 Sample Design and Size

The sample size for the school-based survey 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. Since the baseline and midline surveys provided information on the available schools patronized by households in the selected EAs, a list of primary schools surveyed in 2005 and 2007 was printed in order to guide fieldworkers. Each school on the list carried the household survey EA identification number. 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 baseline household survey were conducted using regional estimates of the five indicators: contraceptive prevalence; 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 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 was selected using a table of random numbers. Within each selected EA, 25 households were selected using systematic random sampling. The same approach was adopted for the 2009 endline survey (see table 1.1 for a list of populations, enumeration areas, and the number of schools and teachers sampled in the baseline survey and end-of-project survey).

The primary school headmaster and teacher survey sample included all primary schools (public and private) that served the families of those interviewed in the household survey. Hence, the school and teacher surveys may have included some schools that were 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 outcomes. Within each selected enumeration areas, 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.

Table 1.1: Population, Enumeration Areas, Estimated and Actual Sample Sizes for Primary Schools, by COMPASS LGAs in Each State, 2005 and 2009

	Bauchi	FCT	Kano	Lagos	Nasarawa	Total
2009 population*	4,653,066	1,406,239	9,401,288	9,113,605	1,869,377	43,273,575
Number of EAs sampled	26	26	52	52	26	182
Number of teachers sampled	603	261	1,552	1,006	233	3,655
Number of schools sampled	164	80	244	158	45	691
2005 population*	1,355,181	371,674	2,476,911	4,388,647	498,862	9,091,095
Number of EAs sampled	26	26	52	52	26	182
Number of teachers sampled	837	626	1,338	1,517	532	4,490
Number of schools sampled	175	132	246	199	130	882

Note: * Source: NPC & Nigeria Census, 2006.

1.6 Questionnaire Development

MEASURE Evaluation, in consultation with all COMPASS collaborating partners, developed the questionnaires (appendices D and E). 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 eTex hand-held navigational unit and downloaded using GPS Utility.

1.7 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. About 80 percent of the supervisors who participated in the baseline and midline evaluations were recruited for the endline survey. The fieldworkers were recruited from each state and comprised mostly of those who participated satisfactorily in the baseline and midline surveys. CRERD lead all the trainings. 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.

1.8 Data Collection

Data collection for the four surveys (household, health, headmaster and teacher surveys) was implemented concurrently in each of the five states. Fieldwork for the household, school, and health facility surveys started in mid-June 2009 and was completed by early July 2009. A total of 216 interviewers and 52 supervisors implemented the data collection for the COMPASS 2009 endline survey.

1.9 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) were subject to recall bias. Because the school survey sample is in those 51 LGAs targeted by the COMPASS, the results from this survey may not be representative of all schools in Bauchi, FCT, Lagos, Kano, or Nasarawa states. Also, one of the EAs in Bauchi was substituted due to reasons of inaccessibility. There were a few atypical circumstances with some schools; for instance, in a few selected schools, teachers were hired on subject basis and were not attached to any specific class. Also, some Islamiya schools, as well as schools for pupils with physical challenges, had relatively fewer teachers compared with other schools. Also, some private schools that were covered in the previous surveys declined to participate in the endline.

CHAPTER 2: PRIMARY SCHOOL CHARACTERISTICS

Alfred Adewuyi

This chapter describes the characteristics of the primary schools in terms of the education services provided (including morning and day shifts, subjects taught), the available amenities (water, toilets or latrines), and availability of some specific resources (including library, Parents and Teachers Association) and access to health-care services (within the school or by referral to a government-designated health facility).

Table 2.1 shows the percentage of headmasters of public and private/military primary schools sampled in the COMPASS LGAs in each of the five states. Overall, 691 schools were surveyed in this end-of-project survey; a total of 3,655 teachers were interviewed from within the selected primary schools. Three-quarters of the sampled schools (74%) were public schools while the remaining quarter (26%) was private/military. Consistently in all the five states, more public schools were sampled compared to private/military schools, which suggests that the government primarily provides basic education in these states. By location, there were more public schools in rural or semi-urban areas relative to the urban areas: 96% of primary schools in the rural areas were public while only 4% were private/military; in contrast, 63% of urban primary schools were public while up to 37% were private/military.

Table 2.1: Percentage of Primary School Headmasters Sampled in COMPASS LGAs by Type of School, 2009

COMPASS LGAs	School Type		n
	Public	Private or Military	
State**			
Bauchi	69.5	30.5	164
FCT	63.8	36.2	80
Kano	85.3	14.7	244
Lagos	65.8	34.2	158
Nasarawa	82.2	17.8	45
Location**			
Rural	95.9	4.1	195
Semi-urban	71.3	28.7	157
Urban	63.4	36.6	339
KLN[†] total	78.1	21.9	447
Total	74.4	25.6	691

Notes: † KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

2.1 Education Services

Table 2.2 provides the percentage of primary schools providing morning shifts, afternoon shifts, or both shifts as reported by the headmasters of these schools. Overall, about 78% of the schools offered morning shifts, only about 3% offered afternoon shifts, and about 20% offered both shifts. At least four in five schools in each of the states (except Kano) offered morning shifts, with Lagos reporting the highest percentage of 96%. No school in FCT, Lagos, or Nasarawa reported offering only afternoon shifts. Kano state reported the highest percentage of schools (37%) offering both morning and afternoon shifts. Table 2.2 also shows that more private/military schools (85%) offered morning shifts compared to public schools (76%). More schools located in the rural areas offered morning shifts (81%) compared to about 75% of schools in each of semi-urban and urban locations.

Table 2.2: Percentage of Primary Schools Providing Morning Shifts, Afternoon Shifts, and Both Shifts, as Reported by the Headmaster, 2009

COMPASS LGAs	School Shifts			n
	Morning	Afternoon	Both	
State**				
Bauchi	82.3	1.2	16.5	164
FCT	88.5	0.0	11.5	80
Kano	57.0	6.2	36.8	244
Lagos	96.2	0.0	3.8	158
Nasarawa	91.1	0.0	8.9	45
Type of school*				
Public	75.5	2.4	22.1	514
Private or Military	84.7	2.8	12.5	177
Location				
Rural	80.5	1.2	18.3	195
Semi-urban	74.4	5.1	20.5	157
Urban	76.0	2.6	21.4	339
KLN[†] total	74.4	3.4	22.2	447
Total	77.9	2.5	19.6	691

Notes: [†] KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 2.3 shows the percentage of primary schools offering specific subjects. The subjects considered in the table are local language instruction, English language, mathematics, science, physical and health education, religion, and computer science. Overall, 79% of the headmasters reported local language instruction in their schools; disaggregated by states, however, the percentage of schools using local language instruction in Nasarawa state (18%) was small

compared to any of the remaining states, where the percentages that reported local language instruction ranged between 69% and 94%. More public schools (84%) used local language instruction than private/military schools (64%). Also, more urban schools (81%) instructed pupils in the local language compared to those in semi-urban or rural locations. Generally, in each of the states, at least 79% of the schools reported that they offered each of the following subjects: English language, mathematics, science, physical and health education, and religion. Mathematics was the most reported subject offered in all the sampled states, with at least 93% of the schools in each state report offering the subject; in FCT, the subject was universally offered in schools (100%). However, computer science was not studied in most of the schools; apart from schools in FCT and Lagos (both of which are highly urban), less than half of the schools in each of the other states reported offering the subject. Overall, only 45% of the sampled schools offered computer science while, in sharp contrast, at least 90% report offering English language, mathematics, science, physical and health education, and religion.

Table 2.3: Percentage of Primary Schools that Offer Specific Subjects, as Reported by the Headmaster, 2009

COMPASS LGAs	Local Language	English	Math	Science	P.E. & Health	Religion	Computer	<i>n</i>
State	**		**	**	**	**	**	
Bauchi	70.7	91.5	93.3	92.7	90.9	79.3	40.5	164
FCT	69.2	91.0	100.0	98.7	98.7	94.8	68.0	80
Kano	89.7	89.3	92.6	82.2	83.9	94.6	32.6	244
Lagos	93.7	96.2	98.7	98.1	95.6	94.3	67.1	158
Nasarawa	17.8	91.1	95.6	95.6	88.9	93.3	8.9	45
Type of school	**						**	
Public	84.3	91.4	95.3	90.8	90.4	90.6	35.2	514
Private or Military	63.6	92.6	94.9	92.1	89.8	91.5	73.3	177
Location					**	*	**	
Rural	78.7	90.6	95.9	92.2	88.5	85.9	17.7	195
Semi-urban	74.4	89.7	93.0	84.0	85.3	91.0	46.8	157
Urban	81.4	93.2	95.8	93.8	93.5	93.5	59.6	339
KLN[†] total	83.8	91.9	95.1	89.2	88.5	94.4	42.5	447
Total	79.0	91.7	95.2	91.1	90.3	90.8	45.0	691

Note: † KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

2.2 School Amenities

The survey examined the percentage of primary schools in the five COMPASS states that had a protected water source, latrines/toilets, or both, Table 2.4 presents the findings. Overall, more than half of the schools (54%) had a protected water source and about 70% had latrines or toilets, however, less than half of the schools (44%) had both a protected water source and a latrine or

toilet on the property. FCT, the seat of Nigeria's central government, fared better than the other states on each of the three amenities considered – protected water source (68%), latrines or toilets (84%), and both protected water source and latrines/toilets (60%). Schools in Nasarawa fared least in the availability of each of the amenities considered on their property; about a fifth of the schools in the state (22%) had a protected water source, about 42% had toilets or latrines, while less than 18% of the schools had both a protected water source and latrines or toilets. Private/military schools also had better amenities relative to the public schools while more schools located in the urban areas had a protected water source, latrines or toilets, or both compared to their rural or semi-urban counterparts.

Table 2.4: Percentage of Primary Schools that Have a Protected Water Source, Latrines or Toilets, or Both, as Reported by the Headmaster, 2009

COMPASS LGAs	Covered Water Source and Latrines or Toilets			<i>n</i>
	Protected Water	Latrines or Toilets	Water & Latrines	
State	**	**	**	
Bauchi	63.4	58.5	45.1	164
FCT	68.0	84.6	60.3	80
Kano	52.9	75.6	43.0	244
Lagos	50.0	73.4	43.0	158
Nasarawa	22.2	42.2	17.8	45
Type of school	*	**	**	
Public	52.3	63.6	39.9	514
Private or Military	60.8	88.1	55.1	177
Location	**	**	**	
Rural	43.2	45.3	25.5	195
Semi-urban	50.0	77.6	42.3	157
Urban	62.8	80.2	54.9	339
KLN[†] total	48.8	71.5	40.5	447
Total	54.4	69.9	43.8	691

Note: † KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 2.5 shows the percentage of schools that had a clean water source and allowed free access to the students. Overall, despite 54% of the schools reporting having protected water source (table 2.4), only 22% allow free access to the students. A higher percentage of schools in FCT (27%) and Lagos (27%) gave students free access to the potable water source in their schools, compared to other states. In Nasarawa state, just 4% of schools reported giving students free access to the protected water source in their schools. Also, while a third (33%) of private/military schools gave students free access to the water, less than a fifth of public schools (19%) do the same. Fewer schools in the rural areas (11%) also reported giving students free access to the water source in their school relative to 22% of semi-urban and 29% of urban schools.

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, 2009

COMPASS LGAs	Covered Clean Water and Access	n
State	*	
Bauchi	20.7	164
FCT	26.9	80
Kano	21.9	244
Lagos	27.2	158
Nasarawa	4.4	45
Type of School	**	
Public	18.6	514
Private or Military	33.0	177
Location	**	
Rural	10.9	195
Semi-urban	21.8	157
Urban	28.9	339
KLN[†] total	22.0	447
Total	22.3	691

Notes: †KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

2.3 School Materials and Resources

Table 2.6 shows the percentage of primary schools that practiced interactive radio instruction (IRI), the percentage that had a library, and the percentage that had a parent teacher association (PTA). Overall, about 90% of the schools had a PTA, 39% practiced IRI and 27% had a library. Disaggregated by states, the table shows that despite Lagos state having the least percentage of schools that had a PTA among the five states, as much as three in four schools in the state (75%) still had a PTA; while in Nasarawa, all the schools sampled had a PTA. The practice of IRI in Bauchi was low (only 9%) compared to other states. The practice of IRI was highest in two states: more than half of the schools in Kano (57%) and Nasarawa (58%) reported practicing IRI. In all the states, most schools had no library; the highest percentage of schools that had a library was reported in Lagos (42%) while the lowest was reported in Nasarawa (9%). More private/military schools reported having a PTA (93%) compared to public schools (89%). Similarly, more than a third of private/military schools (35%) reported having a library compared to about a quarter (25%) of public schools. However, more public schools (47%) practiced IRI compared to only 16% of private/military schools. By location, more schools in rural areas (94%) had PTAs compared to urban areas (85%); but in terms of library facilities, just 13% of rural schools had a library compared to a third in each of semi-urban (33%) and urban (33%) schools. The practice of IRI was also lower in the rural areas (35%) compared to semi-urban (41%) and urban (40%) areas.

Table 2.6: Percentage of Primary Schools that Practice IRI, Have a Library, and Have a PTA, as Reported by the Headmaster, 2009

COMPASS LGAs	School Resources			<i>n</i>
	Practice IRI	Library	PTA	
State	**	**	**	
Bauchi	8.5	14.0	92.1	164
FCT	30.0	34.6	91.0	80
Kano	57.4	27.7	95.0	244
Lagos	39.9	42.4	74.7	158
Nasarawa	57.8	8.9	100.0	45
Type of School	**	**		
Public	46.5	24.7	88.5	514
Private or Military	15.8	35.2	92.6	177
Location		**	**	
Rural	34.9	13.0	94.3	195
Semi-urban	41.4	33.3	93.0	157
Urban	39.5	32.7	85.3	339
KLN[†] total	51.2	31.0	88.3	447
Total	38.9	27.4	89.5	691

Notes: †KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 2.7 shows the percentage of primary schools having a PTA that gave parents access to books during meetings, as reported by the headmasters. Overall, about three-quarters of the schools (74%) gave parents access to books during meetings; 77% of public schools and 65% of private/military schools also reported giving parents access to books during meetings. When the reported percentages was disaggregated by state, table 2.7 shows that except in Lagos where only 45% of private/military schools that have a PTA gave access to books during meetings, at least 70% of those in each of Bauchi, FCT, and Kano gave parents access to books during PTA meetings (the number of private/military schools in Nasarawa state that had a PTA was less than 20 and was thus excluded from the table). Among public schools, Nasarawa state reported the lowest percentage, where just over half (51%) of schools having a PTA gave access to books during meeting, in contrast, and Kano state reported the highest percentage of 87% of the schools. By location, a relatively lower percentage of public schools having PTA in rural areas (73%) reported giving access to books during meetings compared to 81% of semi-urban and 78% of their urban counterparts.

Table 2.7: Percentage of Primary School Headmasters Who Report that the PTA Gives Parents Access to Books during PTA Meetings, 2009

COMPASS LGAs	Access to Books during PTA Meetings					
	Public	n	Private or Military	n	Total	n
State	**		**		**	
Bauchi	68.9	103	79.2	48	72.9	151
FCT	68.1	47	70.8	24	69.0	71
Kano	86.7	196	73.5	34	84.9	230
Lagos	79.7	69	44.9	49	65.3	118
Nasarawa	51.4	37	‡	‡	51.1	45
Location						
Rural	72.8	173	‡	‡	72.4	181
Semi-urban	81.0	105	67.5	40	77.2	145
Urban	78.2	174	64.4	115	72.7	289
KLN[†] total	80.8	302	56.0	91	75.1	393
Total	76.8	452	65.0	163	73.7	615

Notes: The total *n* equals the number of schools that have a PTA.

[†]KLN refers to Kano, Lagos, and Nasawara.

[‡] Less than 20 cases.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

2.4 Health Care and Health Curricula in Schools

Table 2.8 presents the percentage of primary schools that provided health-care services to students and the percentage that provided students with referrals to health facilities for health care services, by school type. Data reported in this table pertain to schools that had a government-designated health facility to which the school was formally linked, as reported by the headmaster. Overall, 58% of the schools provided immunization at the schools while 11% provided referrals; 30% of schools provided micronutrients while 12% provided referrals; 39% provided de-worming at school while 12% provided referrals; 16% provided family planning (FP) counseling while 21% provided sexually transmitted infection (STI) or HIV/AIDS prevention services. The table also shows that more public schools provided each of the five listed health care services compared to the private/military schools. Table 2.8 also shows that except for immunizations, private/military schools made more referrals than providing each of the services.

Table 2. 8: Percentage of Primary Schools that Provide Health-Care Services to Students and the Percent that Provide Student with Referrals to Health Facilities for Health Care Services, 2009

	Public (n = 211)		Private or Military (n = 56)		Total (n = 267)	
	Provide	Refer	Provide	Refer	Provide	Refer
Immunizations	63.5	9.5	39.3	17.9	58.4	11.2
Micronutrients	33.2	10.0	17.9	21.4	30.0	12.4
De-worming	44.6	9.5	17.9	23.2	39.0	12.4
FP counseling	17.5	10.0	10.7	21.4	16.1	12.4
STI/HIV prevention	23.7	9.5	8.9	19.6	20.6	11.6

Note: Data pertain to schools that are formally linked with a government-designated health facility, as reported by the headmaster.

Table 2.9 reports on the 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 (i.e., the percentage of schools that met all of the above criteria). Overall, only a tenth of primary schools (11%) meet these criteria. Twenty-two percent of schools in the FCT met the criteria while a tenth of the schools in each of Lagos and Kano also met the criteria. Only 2% of schools in Nasarawa met the criteria. More public schools (11%) compared to private/military schools (9%) met the criteria while 13% of schools in urban areas as compared to 8% in each of semi-urban and rural areas met the criteria.

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, as Reported by the Headmaster, 2009

COMPASS LGAs	Percent	n
State	**	
Bauchi	8.5	164
FCT	21.8	80
Kano	9.9	244
Lagos	10.1	158
Nasarawa	2.2	45
Type of School		
Public	11.0	514
Private or Military	9.1	177
Location		
Rural	7.8	195
Semi-urban	7.7	157
Urban	13.3	339
KLN[†] total	9.2	447
Total	10.5	691

Notes: †KLN refers to Kano, Lagos, and Nasawara. Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 2.10 presents the percentage of primary schools that provided “girl-friendly education services” (i.e., had a private latrine or toilet with a door for female students and greater than 40% female teachers on staff), as reported by the headmaster. Only 22% of schools in the sample and 19% of schools in the KLN states were found to be girl friendly. Headmasters in FCT reported the highest percentage of schools that were girl friendly (35%) and Nasarawa, the lowest (14%). More primary schools in urban and semi-urban areas, as compared to those in rural areas, were reported to have a private latrine or toilet with a door for female students and greater than 40% female teachers on staff.

Table 2.10: Percentage of Primary Schools with Girl-Friendly Education Services (Private Latrines/Toilets for Girls and Greater than 40% Female Teachers on Staff), as Reported by the Headmaster, 2009

COMPASS LGAs	Percent	n
State	*	
Bauchi	21.7	164
FCT	34.7	80
Kano	18.0	244
Lagos	21.2	158
Nasarawa	13.9	45
Type of School		
Public	20.2	514
Private or Military	25.7	177
Location	*	
Rural	14.8	195
Semi-urban	25.8	157
Urban	23.5	339
KLN[†] total	18.7	447
Total	21.6	691

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

CHAPTER 3: QUALITY OF EDUCATION IN SCHOOLS

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This chapter presents information on the quality of education in primary schools across the COMPASS LGAs. It summarizes information on teacher training (including specific academic qualifications and in-service training), classroom infrastructure, materials and resources, percentage that meets the Four National Service Standards of teacher and pupil attendance record keeping, pupil/toilet ratio of 40:1, separate female toilet with door, and a teacher trained in first aid. The chapter also describes the level of supervision of teachers in the last six months prior to survey and the availability of some specific record-keeping documents in the classrooms.

3.1 Teacher Training

This section provides information on the specific academic qualification of teachers in the primary schools as well as the percentage that received any in-service training in the last two years and the type of in-service training received.

Table 3.1 shows the percentage of teachers with specific qualifications, by state and school type. Overall, only 12% of the teachers in public schools and less than a tenth (8%) of teachers in private/military schools had a bachelor of education degree while 32% of public school and 30% of teachers in private/military schools had a national certificate in education (NCE) in primary education services (PES). A fifth of public school teachers (21%) and 19% of private/military school teachers had the NCE (other) qualification. About 13% of the teachers in public and 10% of those in private/military schools had the teachers' certificate grade two (TCII) qualification. The remaining teachers (21% public, 33% private/military) had other (non-teaching or lower) qualifications. When examined by state, teachers in Lagos and FCT schools were better qualified than their counterparts in the other states; in the public schools, 30% had a bachelor of education degree and at least nine of every 10 public school teacher (92%) had an NCE or higher qualification in Lagos; while in the FCT, a fifth of the teachers (21%) were degree holders while almost nine in 10 teachers (89%) had obtained an NCE or higher qualification. It is worth pointing out that since 1998, the minimum academic qualification required to teach in Nigerians schools changed from TCII to NCE. Thus, it could be easily computed from table 3.1 that 36% of teachers in public schools and 42% of those in private/military schools lacked the minimum teaching qualification. The highest percentage of public school teachers without the minimum teaching qualification was in Kano where half of the teachers did not have the minimum teaching qualification (50%) followed by Bauchi (47%) while the lowest is in Lagos (8%). A simple computation of those without at least an NCE qualification from Table 3.1 also reveals that almost three in every four (73%) private/military school teachers in Nasarawa state did not have the minimum teaching qualification and a relatively high percentage of private/military school teachers without the minimum teaching qualification was also observed in Bauchi (48%) and Kano (47%).

Table 3.1: Percentage of Teachers with Specific Qualifications by State and School Type, 2009

	Bauchi		FCT		Kano		Lagos		Nasarawa		Total	
	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military
BEd	3.2	5.6	21.0	13.1	4.7	5.6	30.3	11.8	5.6	0.0	12.0	8.3
NCE (PES)	37.8	34.3	40.1	26.3	19.9	23.5	46.7	37.0	35.2	10.8	31.6	30.3
NCE (other)	11.9	12.2	27.8	35.4	25.2	23.5	15.1	14.8	23.5	16.2	20.7	19.0
TCII	28.9	12.2	3.7	4.0	15.1	10.7	1.3	6.2	18.9	29.7	13.2	9.6
TC Referred	2.2	0.0	0.6	0.0	2.1	0.4	0.0	0.0	0.5	2.7	1.4	0.2
Other	16.0	35.7	6.8	21.2	33.0	36.3	6.6	30.2	16.3	40.6	21.1	32.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>n</i>	407	196	162	99	1,301	251	699	307	196	37	2,765	890

Notes: BEd = bachelor of education degree, NCE (PES) = national certificate of education (primary education services), TCII = teacher's certificate grade two.

Table 3.2 presents the percentage of teachers who took part in in-service training in the last two years. The table shows the percentage of teachers that participated in any in-service training, as well as their participation in three specific in-service training forums (sandwich training, subject panel workshops, and annual teachers' conference). Overall, more than half of the teachers had attended at least one in-service training program in the last two years (54%) and at least half of the teachers in each of the states (except Bauchi) had had an in-service (any) training. Generally, more teachers attended subject panel workshops relative to the other two in-service training programs and only a few teachers attended annual teachers' conferences. There were noticeable differences by school characteristics in the percentage of teachers with in-service training in the last two years. By state, more teachers in Lagos had received in-service training in all the forums relative to their counterparts in the other states, with the exception of subject workshop training. Nasarawa had the highest percentage of teachers who had participated in subject panel training in the past two years (41%, compared to 38% in Lagos, 36% in Kano, 33% in FCT, and 26% in Bauchi). The lowest percentage of teachers with in-service training was in Bauchi state. Similarly, table 3.2 suggests that the type of school (whether public or private/military) has an influence on the percentage of teachers with in-service training, as a consistently higher percentage of teachers in public schools had received in-service training relative to those in private/military schools (statistically significant at $p < 0.01$). Finally, location of school (rural, semi-urban or urban) had a statistically significant effect on whether teachers received any in-service training, attend subject panel workshop or attended Annual Teachers' conference.

Table 3.2: Percentage of Teachers with In-Service Training in the Past Two Years, 2009

COMPASS LGAs	Any In-service Training	Sandwich Training	Subject Panel Workshop	Annual Teachers' Conference	<i>n</i>
State	**	**	**	**	
Bauchi	41.3	16.8	26.1	5.0	603
FCT	54.8	27.2	32.6	7.7	261
Kano	52.7	22.2	36.1	7.3	1,552
Lagos	62.0	33.7	38.0	9.3	1,006
Nasarawa	54.9	24.5	41.2	4.3	233
Type of School	**	**	**	**	
Public	57.5	28.3	36.8	7.9	2,765
Private/military	41.9	14.8	29.6	5.3	890
Location	**		**	**	
Rural	45.9	22.6	37.6	5.0	845
Semi-urban	56.0	27.2	37.4	6.7	821
Urban	56.0	25.0	26.8	8.5	1,989
KLN[†] total	56.3	26.5	37.2	7.7	2,791
Total	53.7	25.0	35.1	7.3	3655

Notes: [†]KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): * $P < 0.05$, ** $P < 0.01$.

3.2 Classroom Infrastructure, Materials and Resources

This section describes the percentage of teachers who had basic infrastructure and furniture in the classroom. The basic infrastructure/furniture items considered were floor, roof, window, blackboard, seat and writing surface for each pupil, teacher's table, and teacher's chair. A classroom is only considered as having basic infrastructure if all these facilities are present. Overall, only 42% of classrooms had basic infrastructure. Public schools were less equipped compared to private/military schools, as only a third (33%) of all the public school classrooms had basic infrastructure and furniture compared to more than two-third (69%) of private/military schools. Nasarawa state public schools had the least infrastructure as only 21% of classrooms had basic infrastructure and furniture. In sharp contrast, 82% of private/military schools in the FCT, 77% in Lagos, 72% in Bauchi and more than half in Nasarawa and Kano had basic infrastructure. There was a difference in the percentage of teachers who had basic infrastructure in their classroom based on their location (rural, semi-urban or urban). There was a slightly higher percentage of public school classrooms with basic infrastructure in semi-urban and urban areas than in rural areas (significant at $P < 0.05$); the difference by location is however more pronounced in the private/military schools as only 38% of rural classrooms had basic infrastructure compared to more than 70% in each of semi-urban and urban private/military schools. The observed differences in the availability of basic infrastructure by school characteristics was statistically significant (at either $P < 0.01$ and $P < 0.05$) as shown on the table below.

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 Chair, 2009

COMPASS LGAs	Basic Infrastructure and Furniture					
	Public	n	Private/ Military	n	Total	N
State	**		**		**	
Bauchi	31.1	407	71.9	196	44.3	603
FCT	46.3	162	81.8	99	59.8	261
Kano	29.4	1,301	53.0	251	33.2	1,552
Lagos	42.5	699	77.1	307	53.1	1,006
Nasarawa	20.9	196	56.8	37	26.6	233
Location	*		**		**	
Rural	29.8	790	38.2	55	30.3	845
Semi-urban	33.4	628	73.4	193	42.8	821
Urban	35.4	1,347	70.1	642	46.6	1,989
KLN[†] total	32.8	2,196	65.6	595	39.8	2,791
Total	33.4	2,765	68.8	890	42.0	3,655

Notes: †KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): * $P < 0.05$, ** $P < 0.01$.

Table 3.4 shows the percentage of classrooms with basic instructional materials (wall charts, posters, IRI teacher guides, IRI pupil workbook, textbooks, games, supplemental readers, and other teacher guides). Overall, very few schools met the basic instructional materials criteria. Overall, just 4% of classrooms had basic instructional materials – only 5% of public school classrooms and just 2% of private/military school classrooms. There was a statistically

significant difference in the availability of basic instructional materials in classrooms by state and type of school (public or private, $P < 0.01$), as well as by location and type of school (public only, $P < 0.01$).

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, 2009

COMPASS LGAs	Basic Instructional Materials					
	Public	n	Private/Military	n	Total	n
State	**		**		**	
Bauchi	1.7	407	6.2	196	3.2	603
FCT	3.1	162	2.0	99	2.7	261
Kano	7.1	1,301	1.6	251	6.2	1,552
Lagos	2.2	699	0.7	307	1.7	1,006
Nasarawa	3.1	196	2.7	37	3.0	233
Location	**				**	
Rural	3.8	790	3.6	55	3.8	845
Semi-urban	7.6	628	2.6	193	6.5	821
Urban	3.5	1,347	2.2	642	3.1	1,989
KLN[†] total	5.2	2,196	1.2	595	4.3	2,791
Total	4.5	2,765	2.4	890	4.0	3,655

Notes: [†]KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): * $P < 0.05$, ** $P < 0.01$.

Table 3.5 presents the percentage of teachers with basic instructional materials that had any material to support English literacy. Overall, it was found that more than three-quarters (78%) of all the teachers (who had basic instructional materials) had materials to support English literacy; 76% of public schools and 84% of private/military schools were reported as having materials to support English literacy. However, when disaggregated by states, the percentages in Bauchi, Kano, and Nasarawa fell below the national average. Nasarawa fared least as only 57% of the teachers in public schools had materials to support English literacy. In the private/military schools however, most of the teachers (who had basic instructional materials) were reported as having materials to support English literacy; the private schools in Nasarawa fared best with 97% reported as having materials to support English literacy. The observed differences by school characteristics (whether school is public or private/military) was significant at $p < 0.01$. Also, when disaggregated by location, Table 3.5 also shows that teachers in public schools located in rural areas fared worse than their counterparts in semi-urban and urban areas (significant at $P < 0.01$) but there was no significant difference among the percentage of private/military school teachers who have materials to support English literacy, irrespective of location.

The percentage of teachers with basic instructional materials that had materials to support numeracy is presented in table 3.6. Overall, 72% of the teachers with basic instructional materials were reported as having any material to support numeracy. However, there was a significant difference by state ($p < 0.01$) and by location ($p < 0.05$) in the percentage reporting

availability of materials to support numeracy. By state, the highest percentage of 78% was reported in the FCT while the lowest of 69% was reported in Kano. Overall, a higher percentage of teachers in private/military schools (81%) had materials to support numeracy relative to those in public schools (69%) and, even when disaggregated by state or by location, the scenario was similar.

Table 3.5: Percentage of Teachers with Basic Instructional Materials that Have Materials to Support English Literacy, 2009

COMPASS LGAs	Any Material to Support English Literacy					
	Public	n	Private/ Military	n	Total	n
State	**		**		**	
Bauchi	74.0	223	78.9	161	76.0	384
FCT	83.3	132	93.6	94	87.6	226
Kano	71.7	815	79.3	179	73.0	994
Lagos	83.5	563	85.7	252	84.2	815
Nasarawa	57.1	84	97.0	33	68.4	117
Location	**					
Rural	69.2	403	87.5	40	70.9	443
Semi-urban	80.0	399	85.8	162	81.6	561
Urban	76.8	1,015	83.4	517	79.0	1,532
KLN[†] total	75.4	1,462	84.1	464	77.5	1,926
Total	75.8	1,817	84.1	719	78.2	2536

Notes: †KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

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

Table 3.6: Percentage of Teachers with Basic Instructional Materials that Have Materials to Support Numeracy, 2009

COMPASS LGAs	Any Material to Support Numeracy					
	Public	n	Private/ Military	n	Total	n
State	**				**	
Bauchi	70.0	223	75.2	161	72.1	384
FCT	74.2	132	84.0	94	78.3	226
Kano	65.3	815	84.4	179	68.7	994
Lagos	74.4	563	81.0	252	76.4	815
Nasarawa	64.3	84	87.9	33	70.9	117
Location					*	
Rural	68.0	403	72.5	40	68.4	443
Semi-urban	72.2	399	83.3	162	75.4	561
Urban	68.7	1,015	81.2	517	72.9	1,532
KLN[†] total	68.7	1,462	82.8	464	72.1	1,926
Total	69.3	1,817	81.2	719	72.7	2536

Notes: †KLN refers to Kano, Lagos, and Nasawara.

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

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

3.3 National Standards, Supervision, and Record Keeping

Table 3.7 examines the percentage of primary schools that met four national service standards of keeping teacher and pupil attendance records, having a pupil/toilet ratio of 40:1 or better, separate female toilet with door, and having a teacher trained in first aid. The table shows that very few schools met all four national service standards; overall, only 8% of all schools met the four service standards. When disaggregated by state however, private/military schools fared much better as almost 1 in 5 (19%) met the national service standards compared to about 1 in 20 (5%) of public schools. Public schools in the FCT were the worst with no single school meeting the four national service standards. Public schools in rural areas fared poorly relative to those in semi-urban and urban areas.

Table 3.7: Percentage of Primary Schools that Meet the Following 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, as Reported by the Headmaster, 2009

COMPASS LGAs	Percentage Meeting National Service Standards					
	Public	n	Private/Military	n	Total	n
State						
Bauchi	3.2	114	15.9	50	7.3	164
FCT	0.0	51	15.4	29	5.3	80
Kano	5.5	208	45.8	36	10.6	244
Lagos	8.3	104	11.7	54	9.3	158
Nasarawa	3.6	37	‡	8	2.8	45
Location					*	
Rural	3.4	187	‡	8	3.2	195
Semi-urban	5.6	112	28.6	45	12.1	157
Urban	5.4	215	17.2	124	9.4	339
KLN† total	6.1	349	15.7	98	9.3	447
Total	4.8	514	19.2	177	8.3	691

Notes: †KLN refers to Kano, Lagos, and Nasarawa.

‡ Less than 20 cases.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

The percentages of teachers who were supervised by a headmaster or head teacher in the six months preceding the survey are shown in table 3.8. Overall, a high percentage of the teachers (87%) reported that they had been supervised by their headmaster or head teacher: about the same percentage of teachers in both public and private/military schools (87% and 86% respectively) reported that they had been supervised. In public schools, FCT and Lagos reported the highest percentage of supervision (93% and 91% respectively) while the least percentage of teacher supervision by head teachers was reported in Bauchi (72%); among private/military schools, Nasarawa state reported the highest rate of supervision (97%) although, in the other states, supervision was also quite high with the minimum reported being 82% in Bauchi. When examined by location, urban schools were slightly better supervised (89%) than their semi-urban (86%) or rural (82%) counterparts.

Table 3.8: Percentage of Teachers Who Have Been Supervised by a Headmaster or Head Teacher in the Past Six Months, 2009

COMPASS LGAs	Percentage Supervised by Headmaster or Head teacher					
	Public	<i>n</i>	Private/ Military	<i>n</i>	Total	<i>n</i>
State	**		*		**	
Bauchi	72.1	407	81.6	196	75.2	603
FCT	92.6	162	82.8	99	88.9	261
Kano	88.5	1,301	88.5	251	88.5	1,552
Lagos	90.7	699	87.2	307	89.6	1,006
Nasarawa	89.3	196	97.3	37	90.6	233
Location	**		**		**	
Rural	82.6	790	72.7	55	81.9	845
Semi-urban	85.4	628	85.9	193	85.5	821
Urban	90.2	1,347	87.5	642	89.3	1,989
KLN[†] total	89.2	2,196	88.4	595	89.0	2,791
Total	86.9	2,765	86.3	890	86.8	3,655

Notes: † KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 3.9 shows the percentage of teachers who had specific record-keeping documents in the classroom. Overall, about 82% of the teachers had lesson plans in the classroom, about three-quarter (74%) had record of work in the classroom, more than half had the *National Curriculum for Primary Education Book* and *Pupil Report Book* (56% and 55%, respectively). However, only about a third of all the teachers had *Examination Syllabus* (35%) and *Inspection Report Book* (35%) in the classroom; only 28% of the teachers had the *National Education Policy* document and the same percentage (28%) had the *Teacher Referral Log*. When disaggregated by type of school and state however, there were observed variations in the percentages reported relative to the overall average.

As shown in table 3.10, 94% of primary schools kept records of pupil attendance and 83% kept records of teacher attendance. The percentage of primary schools keeping records of teacher attendance ranged from 72% in FCT to 88% in Kano. These state differentials were statistically significant at the 5% level ($P < 0.05$).

Table 3.9: Percentage of Teachers Who Have Specific Record-Keeping Documents in the Classroom, 2009

COMPASS LGAs	Bauchi		FCT		Kano		Lagos		Nasarawa		Total		Total
	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	Public	Private/ Military	
<i>National Curriculum for Primary Education</i>	49.4	49.5	50.0	45.5	60.9	56.6	64.4	56.7	29.1	32.4	57.1	52.8	56.1
Record of work	70.6	74.5	72.8	52.5	79.9	69.3	84.2	76.7	41.3	10.8	76.5	68.7	74.3
Lesson plans	74.6	78.1	74.7	63.6	86.2	79.7	88.7	83.6	68.9	62.2	83.2	78.2	81.8
<i>Examination Syllabus</i>	40.6	42.9	35.2	24.2	42.9	45.4	23.6	23.3	12.8	5.4	35.1	32.9	34.5
<i>National Education Policy</i>	27.7	35.7	29.6	26.3	34.0	38.3	20.6	21.6	11.7	24.3	27.9	30.1	28.3
<i>Pupil Report Book</i>	42.7	56.1	59.3	35.4	60.6	57.0	60.1	50.8	35.7	37.8	56.0	51.5	54.8
<i>Teacher Referral Log</i>	23.2	28.6	16.1	18.2	41.0	40.2	17.8	15.4	14.3	8.1	29.2	25.3	28.2
<i>Inspection Report Book</i>	34.1	34.2	23.5	25.3	54.5	55.8	14.7	12.8	12.2	8.1	36.6	30.9	35.1
<i>N</i>	407	196	162	99	1,301	251	699	307	196	37	2,765	890	3,655

Table 3.10: Percentage of Primary Schools that Keep Records of Pupil Attendance and Teacher Attendance, as Reported by the Headmaster, 2009

COMPASS LGAs	Pupil Attendance	Teacher Attendance	n
State			
Bauchi	93.9	79.9*	164
FCT	93.6	71.8*	80
Kano	92.2	88.0*	244
Lagos	96.2	82.9*	158
Nasarawa	88.9	84.4*	45
Type of School			
Public	93.5	83.2	514
Private or military	93.2	81.8	177
Location			
Rural	90.6	81.4	195
Semi-urban	92.3	78.7	157
Urban	95.6	85.8	339
KLN[†] total	93.3	85.8	447
Total	93.5	82.8	691

Notes: † KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

CHAPTER 4: TRENDS IN EDUCATION INDICATORS

Anastasia J. Gage

This chapter describes changes from the 2005 baseline and 2009 end-of-project surveys in school services provided, amenities, infrastructure, materials and resources and health education. The characteristics of schools sampled in 2009, presented in chapter 2, are summarized here to facilitate comparisons of key education indicators between the baseline and end-of-project surveys. As Table 4.1 shows, in 2005, a total of 882 schools were surveyed at baseline. Sixty-two percent of the primary schools sampled in 2005 were public schools and 38% were either private or military schools. In urban areas, a higher percentage of private or military primary schools were sampled in 2005 (47%), as compared to rural or semi-urban areas. More primary schools sampled in 2009 were public schools than in the baseline survey. This pattern is consistent across states and locations, being most evident in FCT where the percentage of primary schools that were public schools was 64% in 2009 as compared to 39% in 2005. A total of 4,490 teachers were interviewed from within the selected primary schools in 2005 as compared to 3,655 teachers in 2009.

While the difference in the number of schools sampled between the baseline and end-of-project surveys was relatively small in rural and semi-urban areas, there was a 32% difference in the number of urban primary schools sampled (table 4.1). Consistent with these patterns is the higher percentage difference in the number of schools sampled in FCT and Lagos, both of which are highly urban as compared to other states. In Kano and Bauchi, the difference in the number of primary schools surveyed in 2005 and in 2009 was small (two and nine schools, respectively). However, in Nasarawa, the number of schools sampled in 2009 was less than half of the number sampled in 2005. In FCT, 80 primary schools were sampled in 2009 as compared to 132 in 2005.

Table 4.1: Percentage of Primary School Headmasters Sampled in COMPASS LGAs, 2005 and 2009

COMPASS LGAs	Public		Private/Military		n	
	2005	2009	2005	2009	2005	2009
State **						
Bauchi	70.3	69.5	29.7	30.5	175	164
FCT	38.6	63.8	61.4	36.2	132	80
Kano	75.6	85.3	24.4	14.7	246	244
Lagos	46.2	65.8	53.8	34.2	199	158
Nasarawa	75.4	82.2	24.6	17.8	130	45
Location **						
Rural	88.9	95.9	11.1	4.1	217	195
Semi-urban	56.8	71.3	43.2	28.7	169	157
Urban	52.6	63.4	47.4	36.6	496	339
KLN[†] total	65.4	78.1	34.6	21.9	575	447
Total	62.4	74.4	37.6	25.6	882	691

Notes: † KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

The difference in the number of primary schools sampled in the baseline and end-of project surveys may be attributed to two factors. Some of the schools (mostly privately owned) that did not enjoy any of the COMPASS interventions refused to participate in the study. Also, some major demolitions were embarked upon by the FCT administration and affected some schools in the sampled LGAs. These factors should be considered when interpreting changes in key school indicators between the baseline and end-of-project surveys, in the absence of controls for inter-survey differences in school characteristics.

4.1 School Amenities

Table 4.2 shows the percentage of primary schools that had a protected water source, latrines or toilets, or both in 2005 and 2009. Overall, 64% of primary schools sampled in 2005 had latrines or toilets compared to 70% in 2009. While a slight increase was observed in this indicator, no statistical difference was detected. The proportion of the primary schools that had a protected water source increased significantly, from 48% at baseline to 54% at endline ($p < 0.05$). Only 40% of primary schools had both a protected water source and a toilet or latrine on the property at baseline, whereas 44% of headmasters reported having both toilets or latrines and a protected water source at midline. This change was not statistically significant. While the availability of a protected water source increased significantly in the total population between surveys, a slight decline was observed in the KLN states.

Variations exist in the extent to which school availability of a protected water source and a toilet or latrine on site changed over time. An increase of almost 11 percentage points in primary schools with a protected water source was observed in Bauchi ($p < 0.05$) while in FCT the availability of a protected water source at primary schools almost doubled between surveys (35% in 2005 versus 68% in 2009; $p < 0.01$). The percentage of primary schools with a protected water source remained virtually unchanged between surveys in Kano and Nasarawa. In contrast, in Lagos state, there was a significant decline in this indicator between the baseline and end-of project surveys, from 62% in 2005 to 50% in 2009 ($p < 0.05$). Significant increases in the availability of a protected water source at primary schools were also noted in public schools, rural areas, and semi-urban areas. In rural areas, only 22% of primary schools had a protected water source in 2005 as compared to 43% in 2009, representing a 95% increase ($p < 0.01$).

FCT was the only state that experienced a statistically significant increase in both the availability of a protected water source and the availability of latrines or toilets at primary schools. In FCT, the percentage of schools with latrines or toilets on the property was 67% in 2005 as compared to 85% in 2009 ($p < 0.01$). The largest percentage increase in the availability of latrines or toilets occurred in Nasarawa where the percentage of primary schools with latrines or toilet on the property more than doubled between surveys (from 17% in 2005 to 42% in 2009; $p < 0.05$). In Kano State, there was a significant decline in school availability of latrines or toilets between the baseline survey (85%) and the endline survey (73%) ($p < 0.01$). No significant change was detected in the availability of latrines or toilets at primary schools in rural, semi-urban, or urban areas or in the KLN states. Significantly more public schools and private or military schools had latrines or toilets at endline than at baseline.

Table 4.2: Percentage of Primary Schools that Have a Protected Water Source (Latrines or Toilets, or Both), as Reported by the Headmaster, 2005 and 2009

COMPASS LGAS	Protected Water			Latrines or Toilets			Water and Latrines/Toilets		
	2005	2009	Sig.	2005	2009	Sig.	2005	2009	Sig.
State									
Bauchi	52.0	63.4	*	52.6	58.5		37.7	45.1	
FCT	34.9	68.0	**	66.7	84.6	**	32.6	60.3	**
Kano	54.1	52.9		77.2	75.6		45.9	43.0	
Lagos	62.3	50.0	*	84.9	73.4	**	56.8	43.0	**
Nasarawa	25.4	22.2		16.9	42.2	**	12.3	17.8	
Type of school									
Public	40.4	52.3	**	53.5	63.6	**	30.6	39.9	**
Private or Military	61.8	60.8		80.4	88.1	*	55.1	55.1	
Location									
Rural	22.1	43.2	**	28.1	45.3		11.1	25.5	
Semi-urban	34.9	50.0	**	56.2	77.6		25.4	42.3	**
Urban	64.5	62.8		81.7	80.2		57.3	54.9	
KLN[†] total	50.4	48.8		66.3	71.5		42.1	40.5	**
Total	48.4	54.4	*	63.6	69.9		39.8	43.8	

Notes: †KLN refers to Kano, Lagos, and Nasawara.
Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Nasarawa had the lowest percentages of primary schools with both a protected water source and toilets and latrines in both surveys (12% in 2005 and 18% in 2009). Significant increases over time in the availability of both a protected water source and toilets and latrines at primary schools were observed in FCT, semi-urban areas, and public schools. For example, only 25% of primary schools in semi-urban areas had both a protected water source and toilets or latrines at baseline compared to 42% at endline. In Lagos state, the percentage of headmasters of primary schools reporting both a protected water source and toilets and latrines declined from 57% in 2005 to 43% in 2009 ($p < 0.01$).

Table 4.3 shows the percentage of primary schools that had a clean water source and allowed free access to students. At baseline, 40% of all primary school headmasters reported having access to a clean water source and allowing free access to students compared to 22% at endline. The decrease over time in students' access to clean water at primary schools occurred in all subgroups shown, and was statistically significant in Bauchi, Kano, Lagos, Nasarawa, urban areas, and the KLN states. This resulted in less variation across states in student access to clean water at primary schools in 2009 than in 2005. While the percentage of primary schools that had clean water and allowed free access to students ranged from 16% in Nasarawa to 54% in Lagos in 2005, this indicator ranged from 4% in Nasarawa to 27% in Lagos and FCT in 2009. In Bauchi, Kano, Lagos, and Nasarawa, only half as many primary schools or fewer had clean water and allowed free access to students in 2009 as in 2005, a statistically significant difference ($p < 0.01$). Similarly, fewer public schools had clean water and free access in 2009 than in 2005 (19% in 2009 versus 31% in 2005). A similar decrease in this indicator is observed in private and military schools. In both surveys, Nasarawa had the lowest percentage of primary schools that had a clean water source and allowed free access to students (16% in 2005 and 4% in 2009).

Table 4.3: Percentage of Primary Schools that Have Clean Water (Tap, Covered Well, or Borehole) and Allow Free Access to Students, as Reported by the Headmaster, 2005 and 2009

COMPASS LGAs	2005	<i>n</i>	2009	<i>n</i>	Sig.
State					
Bauchi	45.1	175	20.7	164	**
FCT	28.0	132	26.9	80	
Kano	43.9	246	21.9	244	**
Lagos	54.3	199	27.2	158	**
Nasarawa	16.2	130	4.4	45	*
Type of School					
Public	31.3	550	18.6	514	**
Private/military	54.5	332	33.0	177	**
Location					
Rural	17.1	217	10.9	195	
Semi-urban	26.0	169	21.8	157	
Urban	54.8	496	28.9	339	**
KLN[†] total	41.2	575	22.0	447	**
Total	40.0	882	22.3	691	**

Notes: [†]KLN refers to Kano, Lagos, and Nasarawa.
Significant difference by school characteristic (χ^2): * $P < 0.05$, ** $P < 0.01$.

Nine out of 10 primary schools had a parent teacher association (PTA) and one in four had a library at both baseline and endline (table 4.4). Fourteen percent of headmasters reported that interactive radio instruction was practiced at the school in 2005. IRI was more widely practiced in primary schools in 2009 and was reported by 39% of headmasters, a significant difference at the $p < 0.01$ level. IRI practice increased in all states and, with the exception of Bauchi, was statistically significant ($p < 0.01$) in each state. Only 4% of primary schools in Bauchi practiced IRI at baseline and 9% at endline.

The biggest increase in the percentage of primary schools practicing IRI (at least four-fold) was observed in Nasarawa (12% in 2005 versus 58% in 2009; $p < 0.01$), rural areas (8% in 2005 versus 35% in 2009; $p < 0.01$) and semi-urban areas (10% in 2005 versus 41% in 2009; $p < 0.01$). No significant change in IRI practice between surveys was observed in private or military schools.

The percentage of primary schools that had a library remained virtually unchanged between surveys, across all states, and in the KLN states. In some subgroups, slight decreases are noted. In FCT, 37% of primary schools reported having a library at baseline and 35% reported the same at endline. This slight difference was not statistically significant. Fifty-three percent of primary schools in Lagos state had a library at the school at baseline compared to 42% in 2009. This decline was statistically significant at the $p < 0.05$ level. Kano was the only state (and subgroup) that had a significant increase in the percentage of primary schools that had a library; 20% of primary schools in Kano had a library in 2005 and 28% did in 2009.

With the exception of schools in Nasarawa, over 90% of schools in other states had a PTA at baseline. At endline, all schools sampled in Nasarawa had a PTA, a statistically significant increase. Slight decreases were observed in the percentage of schools having a PTA from the baseline survey to the end-of-project survey for the following subgroups: Bauchi, FCT, public schools, and urban schools. In Kano, the decline in the percentage of primary schools having a PTA (from 94% in 2005 to 75% in 2009) was statistically significant ($p < 0.01$). Urban areas also experienced a significant decline in the percentage of primary schools having a PTA, from 91% in 2005 to 85% in 2009).

Table 4.4: Percentage of Primary Schools that Practice IRI, Have a Library, and Have a PTA, as Reported by the Headmaster, 2005 and 2009

COMPASS LGAs	Practice IRI			Library			PTA			n	
	2005	2009	SIG.	2005	2009	SIG.	2005	2009	SIG.	2005	2009
State											
Bauchi	4.0	8.5		9.1	14.0		92.6	92.1		175	164
FCT	9.9	30.0	**	37.1	34.6		95.5	91.0		132	80
Kano	18.7	57.4	**	19.5	27.7	*	91.5	95.0		246	244
Lagos	21.6	39.9	**	53.3	42.4	*	93.5	74.7	**	199	158
Nasarawa	12.3	57.8	**	8.5	8.9		76.9	100.0	**	130	45
Type of school											
Public	16.7	46.5	**	22.7	24.7		91.6	88.5		550	514
Private/military	9.9	15.8		31.6	35.2		88.9	92.6		332	177
Location											
Rural	7.8	34.9	**	9.2	13.0		88.9	94.3		217	195
Semi-urban	10.1	41.4	**	23.7	33.3		91.1	93.0		169	157
Urban	18.4	39.5	**	34.3	32.7		91.1	85.3	**	496	339
KLN[†] total	18.3	51.2	**	28.7	31.0		88.9	88.3		575	447
Total	14.2	38.9	**	26.1	27.4		90.6	89.5		882	691

Notes: †KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 4.5 reports on the percentage of primary schools with a clean water source, latrines or toilets, health in the curriculum, records of teacher referrals of children to health facilities, and child health cards or records showing immunization, supplementation of micronutrients, or de-worming given at school. Overall, only 6% of primary schools met these criteria at baseline and 11% met these criteria at endline, a significant increase ($p < 0.01$). Although no rural primary school headmasters reported meeting the criteria above at baseline, 8% reportedly met the criteria at endline. This increase was statistically significant. Statistically significant increases in the percentage of schools meeting the above criteria were also observed in public schools and in schools in Bauchi, FCT, and Kano.

Table 4.5: 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, as Reported by the Headmaster, 2005 and 2009

COMPASS LGAs	2005	n	2009	n	Sig.
State					
Bauchi	3.4	175	8.5	164	*
FCT	7.6	132	21.8	80	**
Kano	3.3	246	9.9	244	**
Lagos	14.6	199	10.1	158	
Nasarawa	0.8	130	2.2	45	
Type of School					
Public	4.7	550	11.0	514	**
Private/military	8.4	332	9.1	177	
Location					
Rural	0.0	217	7.8	195	**
Semi-urban	3.0	169	7.7	157	
Urban	9.9	496	13.3	339	
KLN[†] total	6.6	575	9.2	447	
Total	6.1	882	10.5	691	**

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): * $P < 0.05$, ** $P < 0.01$.

4.2 School Infrastructure, Materials and Resources

Table 4.6 shows the percentage of classrooms with basic infrastructure and furniture in 2005 and 2009, by school type, as reported by teachers. Classrooms were considered to be equipped with basic infrastructure and furniture if all the following conditions were met: classroom has floor, roof, window, blackboard, seat and writing surface for each pupil, teacher's table and teacher's chair. Overall, 43% of classrooms were considered to be equipped with basic infrastructure and furniture at baseline and 42% at end line. In the KLN states, 43% of classrooms satisfied the criteria in 2005 whereas 40% satisfied the criteria in 2009, a significant decrease ($p < 0.05$). The decrease in classroom availability of basic infrastructure and furniture in the KLN states reflects, in part, the lack of change over time in the percentage of schools meeting all conditions in Kano (34% in 2005 and 33 % in 2009) and a significant decrease in the percentage of schools meeting all conditions in Lagos (from

65% at baseline to 53% at endline, $p < 0.01$). FCT and Nasarawa were the only states in which classroom availability of basic infrastructure and furniture increased significantly in both public and private/military schools. For example, in Nasarawa, the percentage of teachers who had basic infrastructure and furniture in the classroom increased from 8% at baseline to 21% at endline in public schools and from 49% at baseline to 57% at endline in private or military schools.

Across all states, there was a decrease in the percentage of classrooms with basic infrastructure and furniture in urban settings. However, this decrease was confined to public schools, 35% of which met all conditions in 2009 compared to 45% in 2005 ($p < 0.01$). In private or military urban schools, there was a slight increase in the availability of basic infrastructure and furniture in the classroom.

Increases were also observed in rural public schools and in both public and private or military schools located in semi-urban areas ($p < 0.01$).

Table 4.7 reports on the percentage of teachers with basic instructional materials (wall charts, posters, IRI teacher guides, IRI pupil workbooks, textbooks, games, supplemental readers and other teacher guides) in the classroom at baseline and endline. Access to basic instructional materials was limited in both surveys and was less than 10% in any subgroup. Overall 4% of teachers reported having access to basic instructional materials in 2009 compared to 1% in 2005. Among public primary schools sampled, statistically significant increases occurred over time in all subgroups considered, with the exception of Bauchi and FCT. No significant increases between surveys were observed in private or military schools, with the exception of those in Bauchi, where teacher access to basic instructional materials increased from 1% in 2005 to 6% in 2009.

Table 4.6: 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), 2005 and 2009

COMPASS LGAs	Public Schools					Private or Military Schools					Total				
	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.
State															
Bauchi	34.6	564	31.1	407		50.9	273	71.9	196	**	39.9	837	44.4	603	
FCT	32.5	246	46.3	162	**	60.0	380	81.2	99	**	49.2	626	59.8	261	**
Kano	29.2	1,061	29.4	1,301		53.1	277	53.0	251		34.2	1,338	33.2	1,552	
Lagos	55.8	583	42.5	699	**	74.0	574	77.1	307		64.8	1,157	53.1	1,006	**
Nasarawa	8.1	418	20.9	196	**	49.1	114	56.8	37	**	16.9	532	26.6	233	**
Location															
Rural	18.7	802	29.8	790	**	49.4	87	38.2	55		21.7	889	30.3	845	**
Semi-urban	20.6	572	33.4	628	**	49.6	363	73.4	193	**	31.9	935	42.8	821	**
Urban	45.1	1,498	35.2	1,347	**	66.1	1,168	70.1	642		54.3	2,666	46.6	1,989	**
KLN[†] total	32.4	2,062	32.8	2,196		56.2	965	75.3	595	**	42.9	3,027	39.8	2,791	*
Total	32.9	2,872	33.4	2,765		61.5	1,618	68.8	890	**	43.2	4,490	42.0	3,655	

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Table 4.7: 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), 2005 and 2009

COMPASS LGAs	Public Schools					Private or Military Schools					Total				
	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.
State															
Bauchi	0.5	564	1.7	407		1.1	273	6.1	196	**	0.7	837	3.2	603	**
FCT	0.8	246	3.1	162		1.1	380	2.0	99		1.0	626	2.7	261	
Kano	2.2	1,061	7.1	1,301	**	0.7	277	1.6	251		1.9	1,338	6.2	1,552	**
Lagos	0.5	583	2.2	699	*	1.2	574	0.7	307		0.9	1,157	1.7	1,006	
Nasarawa	0.0	418	3.1	196	**	0.9	114	2.7	37		0.2	532	3.0	233	**
Location															
Rural	0.9	802	3.8	790	**	0.0	87	3.6	55		0.8	889	3.8	845	**
Semi-urban	1.6	572	7.6	628	**	0.8	363	2.6	193		1.3	935	6.5	821	**
Urban	1.0	1,498	3.5	1,347	**	1.2	1,168	2.2	642		1.1	2,666	3.1	1,989	**
KLN[†] total	1.3	2,062	5.2	2,196	**	1.0	965	1.2	595		1.2	3,027	4.3	2,791	**
Total	1.0	2,872	4.5	2,765	**	1.1	1,618	1.5	890		1.1	4,490	4.0	3,655	**

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

Tables 4.8 and 4.9 report on The percentage of teachers whose classrooms were equipped with materials to support English literacy and numeracy is shown in tables 4.8 and 4.9, respectively, for the baseline and end-of-project surveys. Note that the analysis is restricted to teachers with any basic instructional materials. Overall, 76% of teachers reported having materials to support English literacy in 2005 and 78% did so in 2009. No statistically significant change was detected from baseline to endline in the total population, regardless of the type of school. With the exception of FCT and Nasarawa, which showed no statistically significant change from baseline to endline, all other states reported a significant change in the percentage of teachers with materials to support English literacy ($p < 0.01$). Teachers' access to materials to support English literacy increased significantly in both public schools and private or military schools in Bauchi and Kano; however, a significant reduction in this indicator was observed in Lagos state. At baseline, 90% of teachers in Lagos had classrooms that were equipped with materials to support English literacy as compared to 84% at endline. This reduction was statistically significant in private or military schools in that state but not in public schools. In the KLN states, no increase was observed between surveys among private or military schools but among public schools the percentage of teachers with materials to support English literacy increased from 71% in 2005 to 75% in 2009. No statistically significant change was detected in the percentage of teachers with materials to support English literacy in rural areas and in urban areas. A higher percentage of teachers in semi-urban schools reported having access to materials to support English literacy in 2009 than in 2005 (82% versus 71%; $p < 0.01$). This increase was statistically significant among teachers in semi-urban public schools but not among their counterparts in semi-urban private or military schools.

Concerning teachers' access to materials to support numeracy, no statistically significant increases were observed in the total population and in the KLN states, regardless of the type of school (table 4.9). Overall, the percentage of teachers with access to materials to support numeracy was 73% in 2005 and also in 2009. Although there was an increase from baseline to endline in Bauchi and Nasarawa, no statistically significant difference was detected. While the percentage of teachers with materials to support numeracy increased significantly in public schools, in private or military schools, and in the total sample of schools in Kano, there was a significant reduction in all categories of schools in Lagos. Seventy-four percent of public school teachers in Lagos reported having materials to support numeracy in 2009 whereas 88% reported the same in 2005. In both Kano and Lagos states, the observed changes were statistically significant. In urban schools, teachers' access to materials to support numeracy declined between surveys from 76% in 2005 to 73% in 2009 ($p < 0.05$) but this decline was observed only in public schools. By comparison, semi-urban schools showed an increase in the availability of materials to support numeracy (66% in 2005 as compared to 75% in 2009). A significant increase was observed in both public schools ($p < 0.05$) and in private or military schools ($p < 0.01$) in semi-urban areas.

Table 4.10 reports on the percentage of primary schools that met the following four national service standards: teacher and pupil attendance records kept and seen; pupil/toilet ratio of 40:1 or better; separate female toilet with door; and at least one teacher trained in first aid. Few schools met the four national service standards at baseline (5%) and at endline (7%). In the total population, the percentage of primary schools that met the four national service standards increased from 8% to 14% among private or military schools. No significant change was observed by state and type of school, with the exception of private or military schools in Kano. Four times as many private or military schools in Kano met the four

national service standards in 2009 as in 2005 (7% versus 31%). No rural public primary school met the four national service standards in 2005, but 3% did so in 2009 ($p < 0.05$). While 4 % of rural private or military schools met the four national service standards in 2005, none of them did in 2009. However, no statistically significant difference was detected. It is noteworthy that in semi-urban areas, the percentage of primary schools meeting the four national service standards increased from 2% in 2005 to 10% in 2009. The increase was statistically significant. While no statistically significance is observed from baseline to endline among public schools in semi-urban areas, the reverse is the case among private or military schools in these settings. The percentage of semi-urban private or military schools meeting the four national standards increased from 3% in 2005 to 22% in 2009, a seven-fold increase ($p < 0.01$).

Table 4.8: Percent of Teachers with Any Basic Instructional Material that Have Materials to Support English Literacy, 2005 and 2009

COMPASS LGAs	Public Schools					Private or Military Schools					Total				
	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.
State															
Bauchi	60.7	229	74.0	223	**	68.7	163	78.9	161	*	64.0	392	76.0	384	**
FCT	77.3	172	83.3	132		84.7	313	93.6	94	*	82.1	485	87.6	226	
Kano	59.0	522	71.7	815	**	67.7	195	79.3	179	*	61.4	717	73.0	994	**
Lagos	86.9	497	83.5	563		92.3	521	85.7	252	**	89.7	1,018	84.2	815	**
Nasarawa	64.5	203	57.1	84		87.6	105	97.0	33		72.4	308	68.4	117	
Location															
Rural	64.3	358	69.2	403		89.2	74	87.5	40		68.5	432	70.9	443	
Semi-urban	63.5	296	80.0	399	**	78.3	276	85.8	162		70.7	572	81.6	561	**
Urban	74.8	969	76.8	1,015		84.9	947	83.4	517		79.6	1,916	79.0	1,532	
KLN[†] total	71.3	1,222	75.4	1,462	*	85.9	821	84.1	464		77.1	2,043	77.5	1,926	
Total	70.4	1,623	75.8	1,817		83.4	1,297	84.1	719		76.2	2,920	78.2	2,536	

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

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

Table 4.9: Percent of Teachers with Any Basic Instructional Material That Support Numeracy, 2005 and 2009

COMPASS LGAs	Public Schools					Private or Military Schools					Total				
	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.
State															
Bauchi	63.3	229	70.0	223		73.0	163	75.2	161		67.4	392	72.1	384	
FCT	75.0	172	74.2	132		72.5	313	84.0	94	*	73.4	485	78.3	226	
Kano	55.0	522	65.3	815	**	67.7	195	84.4	179	**	58.4	717	68.7	994	**
Lagos	87.9	497	74.4	563	**	87.1	521	81.0	252	*	87.5	1,018	76.4	815	**
Nasarawa	59.1	203	64.3	84		76.2	105	87.9	33		64.9	308	70.9	117	
Location															
Rural	64.5	358	68.0	403		82.4	74	72.5	40		67.6	432	68.4	443	
Semi-urban	63.2	296	72.2	399	*	69.6	276	83.3	162	**	66.3	572	75.4	561	**
Urban	72.2	969	68.7	1,015		80.2	947	81.2	517		76.2	1,916	72.9	1,532	*
KLN[†] total	69.1	1,222	68.7	1,462		81.1	821	82.8	464		73.9	2,043	72.1	1,926	
Total	68.9	1,623	69.3	1,817		78.0	1,297	81.2	719		73.0	2,920	72.7	2,536	

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

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

Table 4.10: Percent 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, as Reported by the Headmaster, 2005 and 2009

COMPASS LGAs	Public Schools					Private or Military Schools					Total				
	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.	2005	n	2009	n	Sig.
State															
Bauchi	0.8	123	2.6	114		5.8	52	14.0	50		2.3	175	6.1	164	
FCT	0	51	0.0	51		7.4	81	13.8	29		4.6	132	5.0	80	
Kano	2.7	186	4.3	208		6.7	60	30.6	36	**	3.7	246	8.2	244	
Lagos	8.7	92	6.7	104		12.2	107	7.4	54		10.6	199	7.0	158	
Nasarawa	0.0	98	2.7	37		3.1	32	0.0	8		0.8	130	2.2	45	
Location															
Rural	0.0	193	2.7	215	*	4.2	235	0.0	124		0.5	217	2.6	195	
Semi-urban	1.0	96	4.5	112		2.7	73	22.2	45	**	1.8	169	9.6	157	**
Urban	5.0	261	4.7	187		10.2	24	12.9	8		7.5	496	7.7	339	
KLN[†] total	3.5	376	4.9	349		9.0	199	15.3	98		5.4	575	7.2	447	
Total	2.7	550	3.9	514		8.4	332	14.7	177	*	4.9	882	6.7	691	

Notes: [†]KLN refers to Kano, Lagos, and Nasawara.

Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

4.3 Gender Equity in Schools

Table 4.11 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. In 2009, a substantial proportion of schools had missing data on the number of female teachers on staff, which was attributed to a misinterpretation of the question on the number of teachers employed at the beginning of the school year to mean new appointments in the current year. Also, there were cases where an interviewer reported that many teachers taught specific subjects for the whole school but were not assigned specifically to a class. In addition, many of the Islamiyah schools (which comprised more than 60% of schools with missing data on the number of female teachers) had only one or two teachers for the entire school. In the analysis that follows, it was assumed that schools with missing data had the same distribution as those without missing data.

Overall, 15% of primary schools in 2005 were reported by the headmaster to have a private latrine or toilet with a door for female students and greater than 40% female teachers on staff. The percentage reporting gender equity in 2009 was 22%, a statistically significant increase. In general, increases were observed in Bauchi, and Kano, among private or military schools, among urban primary schools, and in the KLN states. Headmasters in Bauchi reported the highest percentage increases (five-fold), while schools in Nasarawa showed a decrease, though it was not statistically significant.

Table 4. 11: Percentage of Schools That Are Girl-Friendly (Have Private Latrine for Girls and 40 Percent or More Female Teachers on Staff), as Reported by the Headmaster, 2005 and 2009

COMPASS LGAs	2005	n	2009	n	Sig.
State					
Bauchi	4.0	175	21.7	164	**
FCT	37.9	132	34.7	80	
Kano	11.0	246	18.0	244	*
Lagos	16.1	199	21.2	158	
Nasarawa	15.4	130	13.9	45	
Type of School					
Public	15.5	550	20.2	514	
Private or Military	15.4	332	25.7	177	**
Location					
Rural	11.1	217	14.8	195	
Semi-urban	21.9	169	25.8	157	
Urban	15.1	496	23.5	339	**
KLN total	13.7	575	18.7	447	*
Total	15.4	882	21.6	691	**

Notes: †KLN refers to Kano, Lagos, and Nasarawa. Schools with missing data had the same distribution as those with non-missing data. Significant difference by school characteristic (χ^2): *P < 0.05, ** P < 0.01.

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APPENDIX A: LIST OF COMPASS AND USAID INDICATOR DEFINITIONS AND DATA SOURCES

	Indicator	Definition & Calculation	Data Source
1	DPT3 immunization coverage	Percent of children ages 12-23 months who received 3 doses of DPT before their 1 st birthday, according to health card.	HH survey
2	Contraceptive prevalence rate (CPR)	Percent of all women 15-49 years who report current use of a modern method of contraception at the time of the survey.	HH survey
3		Percentage of in-union women of reproductive age, using, or whose partner is using a modern method of contraception	HH survey
4	Birth interval	Median number of months separating successive births among women with two or more births.	HH survey
5		Proportion of births that are separated by 24 months and above among women with 2 or more births	HH survey
6	Pupil retention	The survival rate of primary school pupils by cohort (grade by grade, the proportion of pupils who move from one grade of primary schooling to the next)	School survey
7	Schools meeting national service standards for priority interventions	Percent of schools that meet the following 4 standards: keep teacher and pupil attendance records, pupils/toilet (40:1), separate girls' toilet with door, trained first aid teacher.	School survey
8	Public and private health facilities meeting national service standards for priority interventions	Percent of public and private facilities providing 3 or more modern contraceptive methods with at least one trained provider to administer each and maintaining accurate registers.	Health facility survey
9	Customers (client and community) that are satisfied with health services	Percent of women who were somewhat satisfied or very satisfied with health facility services at time of last visit	HH survey
10	Schools implementing girl-friendly education services	Percent of schools with private latrine for girls and > 40% female teachers	School survey
11	Facilities that offer family planning and reproductive health services	Percent of health facilities with at least two (2) modern contraceptive methods available at the time of the survey, a trained provider such as a physician, nurse-midwife, pharmacist, medical officer or community health extension worker (CHEW) who has undergone at least basic family planning training, and completed FP and ANC records	Health facility survey

	Indicator	Definition & Calculation	Data Source
12	Facilities that offer routine immunization	Percent of facilities offering all the six essential antigens for child immunization: DPT1 – 3, Measles, OPV, and BCG; and possess completed immunization records	Health facility survey
13	Gender parity in target schools	Gender Parity Index = (Girls gross enrollment/Girls of primary school age) ÷ (boys gross enrollment/Boys of primary school age)	School survey
14	Classrooms equipped with basic instructional materials	Percent classrooms with basic instructional materials: wall charts, posters, IRI teacher guides, IRI pupil worksheets, text books, games, supplemental readers, and other teacher guides. Classrooms qualify as equipped if all of these 8 items are observed to be in the classroom	School survey
15	Appropriate treatment of children with malaria	Percent of children 0-23 months with febrile episode during last 2 weeks who received the anti-malarial therapy recommended	HH survey
16	Appropriate treatment of children with diarrhea	Percent of children 0-23 months with diarrhea episode during last 2 weeks who received the recommended oral re-hydration therapy (ORT)	HH survey
17	Appropriate treatment of children with ARI	Percent of children 0-23 months with ARI episode during last 2 weeks who received the recommended anti-biotic therapy	HH survey
18	Skilled assisted delivery	Percent of last deliveries attended by a trained provider: midwife, nurse, CHEW, CHO, or doctor	HH survey
19	Pregnant women attending antenatal clinic	Percent of mothers who obtained ANC services at least 4 times during their last pregnancy from a trained provider at a hospital or clinic	HH survey
20	Children who are fully immunized	Percent of children 12 – 59 months old who received BCG, DPT1-3, OPV 1-3, and measles by 1 st birthday, according to card	HH survey
21	Rate of Vitamin A supplementation coverage	Percent of children 6 - 59 months old who received Vitamin A supplement in the past 6 months, card or recall	HH survey
22	Children under 5 who sleep consistently under ITNs	Percent of children under 5 years old who slept under an ITN last night	HH survey
23	Children who are exclusively breastfed	Percent of children 0 – 5 months who were exclusively breastfed in past 24 hours	HH survey
24	ANC clients immunized with TT	Percent of women who were given 2 doses of TT during ANC at last pregnancy, if needed.	HH survey
25	Women who receive IPT during pregnancy	Percent of women receiving IPT with Fansidar at least once during ANC visit	HH survey

	Indicator	Definition & Calculation	Data Source
26	Schools that provide health care for pupils	Percent of schools with: clean water, latrines, health in curriculum, records of teachers' referrals of children to health facilities, and child health cards or records showing immunizations, supplementation of micronutrients or de-worming given at school	School survey
27		Percent of schools with clean drinking water available on site, children have free access, source (well or borehole), clean covered storage/reservoir	School survey
28	Classrooms with basic infrastructure and furniture	Percent of classrooms with floor, roof, window, blackboard, chair for each pupil, writing surface for each pupil, teacher's table, teacher's chair	School survey
29	Parents that are satisfied with services: education (KLN total)	Percent of parents who are satisfied or somewhat satisfied with their child's school experience in the last week	HH survey

APPENDIX B: LIST OF COMPASS PROJECT LOCAL GOVERNMENT AREAS

Bauchi	FCT	Kano	Lagos	Nasarawa
Alkaleri	Abaji	Ajingi	Ajerome- Ife	Akwanga
Bauchi	Abuja Mun	Bebeji	Alimosho	Doma
Giade	Bw ari	Bichi	Badagary	Karu
Kirfi	Gwagwalada	Dala	Baju Lek	Keana
Misau	Kuje	Garbasawa	Eti Osa	Keffi
Ningi	Kwali	Garko	Ikorodu	Kokona
Taf Bal		Gaya	Kosofe	Wamba
Zaki		Gwale	Lagos Island	
		Gwarzo	Lagos Main	
		Gale	Mushin	
		Kano Mun	Ojo	
		Kibiya	Oshodi Is	
		Kula	Shomolu	
		Nasawara	Surulere	
		Tsanyawa		
		Warawa		

APPENDIX C: SUPERVISORS AND DATA COLLECTORS

Bauchi Survey Team

Supervisors	Fieldworkers/Interviewers
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	Vashiti Yakubu
	Mayowa Adesina
	Odu Ibidapo
	Olorunfemi Tooyin
	Olukoga E. Olutunde
	Shittu S. Babatunde
	Uthman Abiodun

FCT Survey Team

Supervisors	Fieldworkers/Interviewers
Dr. Folorunso B. A.	Akhidenor Lawrence O.
Dr. Ajala O. A.	Sunday Anieti Udo
Dr. Osezua E. M.	Emmanuel I. Uzoanaya
Dr. Adeoye Nathaniel	Osemene Hilary O.
Dr. Ojo Bukky (Mrs.)	Mrs. Eniola Odunewu
Dr. Aregbesola (Mrs.)	Hajiya Hadiza Aliyu
Miss. Tayo Odu	Mrs. Aishat Ladan
Bello Richard	Mrs. Foluke Adejuyitan
	Abdullahi Moses Akeem (Bwari)
	Akaiku Adama (Kwali)
	Gana Adamu (Abaji)
	Kolo Timothy
	Tammi Hajjatu
	Tifase Ololade Grace
	Idowu Oludare
	Nancy Osuya
	Akinlo Bayo
	Yemi Osuntuyi
	Lola Ojo
	Janet Adedeji O.
	Asa Folasade M
	Olomola Omolara
	Joy Imafidon
	Adesina Sunday
	Augustina Osadebe
	Daniel Abigael Mapis
	Aisha Adejo Ojeifo
	Seun Awoyale
	Ginikanwa C. Ihuoma
	Mercy Abang
	Friday Aguele

Kano Survey Team

Supervisors	Fieldworkers/Interviewers
Dr. Akanni Akinyemi	Kulu Sulaieman
Mr. Damian Afolabi	Rakiya Isa Tahir
Mr. Ajibola Thomas	Charles Kaskumar
Mr. Sanya Oria	Ayeni Olaide
Mr. Sunday Adedini	Hafsat Yakassai
Mr Sikiru Adedokun	Fauziya Ibrahim
Dr. Adelodun	Bilkisu Sadi
Dr. Femi Osubitan	Modinat Ibrahim
Dr. Joshua Aransiola	Musa Haruna
Mr. Adisa	Fauziya Abdulahi
Mr. Albert Abegunde	Safiya Danmaraya
Mr. Mustapha Opatola	Aishat Abdulahi Mohammed
Mr. Lanre Ikuteyijo	Omoyeni Adeniyi
	Semira Tafida
	Madu Stephen
	Munzali Hamza Baba
	Hadiza Suleiman
	Lu'ubatu Sule Adamu
	Jummi Nafiu
	Hauwa Miko Abdullahi
	AbdulRasaq Suleiman
	Abubakar Yakubu
	Musa Sani Zakirai
	Adebiyi Folakemi
	Samara Muhammed
	Emmanuel Umolo
	Zahra Suleiman
	Abereoje Rotimi
	Habiba Ibrahim
	Bunmi Adegoke
	Hafsat Isa Ibrahim
	Abdulmajid Sani
	Fatima Suleiman
	Ummu Suleiman Mohammed
	Dauda Mohammed
	Khadijat Suleiman
	Olatunde Olapeju
	Ramat Habib
	Alabi Olatunji
	Zainab Yussuf
	Abdulahi Idris Fauziya
	Ibrahim Aliu
	Jumai Mijinyawa
	Hassana Dikko
	Maryam Tafida

Supervisors	Fieldworkers/Interviewers
	Maimuna Yahaya
	Nafisat Hassan
	Jamilu Addo
	Obisesan Oluwasanmi
	Zainab Abdulahi

Lagos Survey Team

Supervisors	Fieldworkers/Interviewers
Prof. A. A. Adewuyi	O.J. Sogunle
Dr. P.O. Ogunjuyigbe	M.A. Ogundiran
Dr. Akintokun	R. Azeez
Dr. Adeoye Ikeola	O. Oyetunji
Dr. Yinka Adesina	K. Oyebanji
Mrs. Adeyemi	T. Adeyanju
Dr. A.B. Adeyemi	Iyasara Jovita
Dr. Adeoye Imoniche	A. Odeyemi
Mr. Akeem Babatunde	A. Ajayi
Eng. Joshua Adelokun	M. Ipaye
Dr. (Mrs) Akintokun	A. Ajadi
Mrs. Banjo	O. Suleiman
Dr. Akande	F. Omofioye
Kehinde Oyeniran	N. Akhidenor
Dr. Adediji	J. Victory
	U. Oagbai
	A. Mohammed
	A. Adeniyi
	R. Oyelere
	Yinka Asubiaro
	O. Oluwatope
	S. Adejumo
	A. Adeniyi
	R. Ogunbameru
	A. Akapo
	K. Afuwape
	V. Adeyemi
	A. Taiwo
	A. Aregbesola
	A. Adeoye
	A. Awogbade
	T. Nanakumo
	N. Owolewa
	T. Dorotoye
	O. Onasanya
	T. Ajibade
	T. Oladokun
	R. Pitan
	A. Atat
	S. Adeyemi
	Mrs. Agunbiade
	Mrs. Toyin Ikuteyijo
	R. Adebiyi

Nasarawa Survey Team

Supervisors	Fieldworkers/Interviewers
Prof. F. A. Adesina Adesina	Ogah Lois
Ambrose Akinlo	Yiga Esther
Caleb Aborisade	Abraham Odeh
Emmanuel Dung	Tahib Anderew
Dr. Adediwura	Aranilu Toba
Ayotunde Titilayo	Emmanuel Esther
Dr. Bamidele Faleye	Tanze D.S
Victor Akamen	Salamatu A. Oga
Dr. Oluyemisi Obilade	Esther J.A.
Olusola Ologunde (Mrs)	Lucas
	Francis Abami
	R. A. Alabi
	Tijani A. Tanko
	Mary Gogo
	Doris Anto
	Christianah John
	Sakuma R.M.
	Esther Shade
	Yahaya Haruna
	Pam Ayuba
	Esther Auta
	Gyang Dung
	Abosede Gbenga-Akinbiola
	Siyaka Itopa
	Martina Kaura
	Hannah David
	Dauda Amos Nunghe

APPENDIX D: HEADMASTER/HEADTEACHER SURVEY QUESTIONNAIRE

MEASURE EVALUATION FINAL HEALTH AND EDUCATION SURVEY 2009
for COMPASS PROJECT
HEADMASTER/HEAD TEACHER QUESTIONNAIRE

QUESTIONNAIRE IDENTIFICATION 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"/> <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 :	01	FCT :	09	Kano :	15	Gwarzo	22	Lagos:	31	Lagos Mainl	39	Nasarawa:	45		
Alkaleri	02	Abaji	10	Ajingi	16	Kabo	23	Ajeromi-If	32	Mushin	40	Akwanga	46		
Bauchi	03	Abuja Mun	11	Bebeji	17	Kano Mun	24	Alimosho	33	Ojo	41	Doma	47		
Giade	04	Bwari	12	Bichi	18	Kibiya	25	Badaga	34	Oshodi Is	42	Karu	48		
Kirfi	05	Gnagwala	13	Dala	19	Kura	26	Beju-Lek	35	Shomolu	43	Keana	49		
Misau	06	Kuje	14	Gabasawa	20	Nasarawa	27	Eti Osa	36	Surulere	44	Keffi	50		
Ningi	07	Kwali		Garko	21	Tsanyawa	28	Ikorodu	37			Kokona	51		
Taf Bal	08			Gaya	22	Warawa	29	Kosofe	38			Wamba			
Zaki				Gwale				Lagos Isl							
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 <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> MONTH <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> YEAR <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>
INTERVIEWER'S NAME	_____	_____	_____	NAME <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>
RESULT*	_____	_____	_____	RESULT <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>

QUESTIONNAIRE IDENTIFICATION NUMBER

--	--	--	--

NEXT VISIT:	DATE				????	
	TIME				? ?	
					TOTAL NO. OF VISITS	????

*RESULT CODES:

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

SUPERVISOR	OFFICE EDITOR	KEYED BY
NAME _____ ???? ???? ? ? ?	???? ???? ? ? ?	???? ???? ? ? ?
DATE _____ ???? ???? ? ? ?	???? ???? ? ? ?	???? ???? ? ? ?

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.....	<table border="1" style="display: inline-table; 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> </table>														
WAYPOINT NUMBER	<table border="1" style="display: inline-table; 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> </table>														
ALTITUDE (ELEV).....	<table border="1" style="display: inline-table; 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> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>														
LATITUDE (N/S).....	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">N/S/W/E</td> <td style="width: 15%; text-align: center;">DEGREES</td> <td style="width: 70%; text-align: center;">DECIMAL DEGREES</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="display: inline-table; 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> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </td> </tr> </table>	N/S/W/E	DEGREES	DECIMAL DEGREES	<input type="checkbox"/>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; 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> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						
N/S/W/E	DEGREES	DECIMAL DEGREES													
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LONGITUDE (W/E)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">N/S/W/E</td> <td style="width: 15%; text-align: center;">DEGREES</td> <td style="width: 70%; text-align: center;">DECIMAL DEGREES</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="display: inline-table; 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> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </td> </tr> </table>	N/S/W/E	DEGREES	DECIMAL DEGREES	<input type="checkbox"/>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<table border="1" style="display: inline-table; 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> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						
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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 V	RESPONDENT DOES NOT AGREE TO BE INTERVIEWED 2 END

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	RECORD THE TIME (START OF INTERVIEW).	<p>???????</p> <p>HOUR ? ? ?</p> <p>???????</p> <p>MINUTES..... ? ? ?</p> <p>???????</p>	
102	In what year did this school open?	<p>???????????????</p> <p>YEAR OPENED ? ? ? ? ?</p> <p>???????????????</p> <p>???????</p> <p>YEARS OLD.....? ? ?</p> <p>???????</p> <p>DON'T KNOW 9998</p>	
103	Who is the proprietor of the school?	<p>FEDERAL GOVT1</p> <p>STATE GOVT......2</p> <p>LOCAL GOVT......3</p> <p>COMMUNITY......4</p> <p>RELIGIOUS GROUP......5</p> <p>GROUP OWNERSHIP (e.g., POLICE,NAA)..6</p> <p>INDIVIDUAL OWNERSHIP......7</p> <p>NGO......8</p> <p>OTHER......9</p> <p>(SPECIFY)</p>	
104	Is this school single sex or mixed (boys and girls)?	<p>BOYS ONLY......1</p> <p>GIRLS ONLY......2</p> <p>BOYS AND GIRLS......3</p>	→106 →106
105	How is the seating arrangement in mixed classes?	<p>BOYS ONE SIDE/GIRLS ONE SIDE......1</p> <p>BOYS IN FRONT/GIRLS IN BACK......2</p> <p>GIRLS IN FRONT/BOYS IN BACK......3</p> <p>ACCORDING TO HEIGHT......4</p> <p>ONE GIRL, ONE BOY ON EACH SEAT......5</p> <p>NO ORGANIZED SEATING......6</p> <p>DON'T KNOW......8</p>	
106	What shifts are offered at this school?	<p>MORNING SHIFT ONLY 1</p> <p>AFTERNOON SHIFT ONLY......2</p> <p>MORNING & AFTERNOON......3</p>	→ 108 → 108
	SHIFTS MEAN THAT DIFFERENT PUPILS ATTEND IN THE AM AND PM		
107	Are these shifts taught by the same teachers?	<p>YES..... 1</p> <p>NO..... 2</p>	
108a	What subjects are offered at this school?	YES	NO
-m		a) Local language instruction	1

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																									
	ASK ABOUT EACH SUBJECT INDIVIDUALLY.	b) English c) French d) Arabic e) Mathematics f) Science g) Physical and health education h) Religion i) Agriculture/home economics j) Social studies and citizenship educ k) Cultural and creative arts l) Computer education m) Other _____ SPECIFY	<table border="1"> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> </table>	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
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1	2																											
109	How many primary school teachers in this school have the following qualifications?	B.ED NCE (PES) NCE (OTHER SUBJECTS) TC II TC II REFERRED SSCE OTHER _____ SPECIFY	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																									
110	Are pupils taught in the local language during the first three years of school?	YES..... 1 NO 2																										
111	Now, I would like to ask you some questions about this school's infrastructure. How many physical classrooms (arms) are there per grade? RECORD NUMBER OF ARMS PER GRADE IN BOXES	PRIMARY 1..... PRIMARY 2..... PRIMARY 3..... PRIMARY 4..... PRIMARY 5..... PRIMARY 6..... TOTAL # OF PRIMARY CLASSROOMS...	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																									
CHECK Q106. IF SCHOOL OFFERS SINGLE SHIFTS ONLY, SKIP TO Q113. IF SCHOOL OFFERS DOUBLE SHIFTS, ASK THE FOLLOWING																												

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																							
112	How many class shifts are there per class? (THIS INCLUDES MORNING AND AFTERNOON CLASS SHIFTS)	PRIMARY 1..... PRIMARY 2..... PRIMARY 3..... PRIMARY 4..... PRIMARY 5..... PRIMARY 6..... TOTAL # OF CLASS SHIFTS...	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																																							
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 <table border="1"> <tr><td></td><td></td></tr> </table> 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? IF YES, ASK TO SEE THEM AND FILL IN 119 WITH THE RELEVANT NUMBER OF LATRINES/TOILETS	YES..... 1 NO 2	→ 120																																							
119a -b	TOILET TYPE	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3"># OF TOILET/LATRINES FOR PUPILS ONLY</th> <th colspan="3"># OF TOILETS/LATRINES FOR TEACHERS ONLY</th> <th colspan="3"># OF SHARED TOILETS/LATRINES – PUPILS & TEACHERS</th> </tr> <tr> <th>MALE ONLY</th> <th>FEMALE ONLY</th> <th>SHARED (M&F)</th> <th>MALE ONLY</th> <th>FEMALE ONLY</th> <th>SHARED (M&F)</th> <th>MALE ONLY</th> <th>FEMALE ONLY</th> <th>SHARED (M&F)</th> </tr> </thead> <tbody> <tr> <td>a) LATRINE</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>b) TOILET</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>		# OF TOILET/LATRINES FOR PUPILS ONLY			# OF TOILETS/LATRINES FOR TEACHERS ONLY			# OF SHARED TOILETS/LATRINES – PUPILS & TEACHERS			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										
	# OF TOILET/LATRINES FOR PUPILS ONLY			# OF TOILETS/LATRINES FOR TEACHERS ONLY			# OF SHARED TOILETS/LATRINES – PUPILS & TEACHERS																																			
	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	<table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>a) FED MIN OF EDUCATION</td> <td>1</td> <td>2</td> </tr> <tr> <td>b) STATE MIN OF EDUC</td> <td>1</td> <td>2</td> </tr> <tr> <td>c) STATE PRIM EDUC BD</td> <td>1</td> <td>2</td> </tr> <tr> <td>d) LGA EDU AUTHORITY</td> <td>1</td> <td>2</td> </tr> <tr> <td>e) COMMUNITY</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	a) FED MIN OF EDUCATION	1	2	b) STATE MIN OF EDUC	1	2	c) STATE PRIM EDUC BD	1	2	d) LGA EDU AUTHORITY	1	2	e) COMMUNITY	1	2	IF NO FOR Q.121a-E, SKIP TO Q.123																					
	YES	NO																																								
a) FED MIN OF EDUCATION	1	2																																								
b) STATE MIN OF EDUC	1	2																																								
c) STATE PRIM EDUC BD	1	2																																								
d) LGA EDU AUTHORITY	1	2																																								
e) COMMUNITY	1	2																																								

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES		SKIP	
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? SPECIFY _____		YES	NO	
		a) CHECK SCH REG	1	2	
		b) DISCUSS PROB	1	2	
		c) DISCUSS POL/AD	1	2	
		d) HOLD MTG	1	2	
		e) OBS TEACHERS	1	2	
		f) MEET W/ TEACH	1	2	
		g) OTHER	1	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	Now I would like to ask you about record keeping. Does this school keep teacher attendance records? IF YES, ASK TO SEE THE TEACHER ATTENDANCE RECORD/REGISTER.	YES, RECORD OBSERVED 1 YES, NOT SEEN..... 2 NO RECORD MAINTAINED..... 3		→ 203 → 203	
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			
203	Does this school keep a record of how many pupils were enrolled in each class at the beginning of each school year?	YES..... 1 NO 2		→ 207	
204	Now, I would like to ask you some questions about student enrollment, drop-out and repeaters from the last school year. That is, from 2007-2008. Does this school have those records?	YES..... 1 NO 2		→ 207	
ASK TO SEE THE PERTINENT RECORDS FROM THE LAST SCHOOL YEAR (2007-2008)AND RECORD THE SOURCE OF THAT INFORMATION IN 205, THEN FILL IN 206 A-F					
205	RECORD THE SOURCE(S) OF INFORMATION FOR #S OF PUPILS CIRCLE ALL SEEN	WALL CHART.....A REGISTER.....B OTHER _____W (SPECIFY)			
206a-f	CLASS	NUMBER OF PUPILS ENROLLED AT THE BEGINNING OF LAST SCHOOL YEAR (2007-2008)	NUMBER OF DROP OUTS (PUPILS WHO WERE ENROLLED AT BEGINNING OF THE 2007-2008 YEAR BUT DROPPED OUT DURING THE SCHOOL YEAR. DO NOT INCLUDE STUDENTS WHO COMPLETED A GRADE IN 2007-2008 BUT DID NOT ENROLL IN THE SUBSEQUENT GRADE FOR 2008-2009.)	NUMBER OF REPEATERS (PUPILS WHO FAILED IN 2007-2008 AND ARE REPEATING THE SAME CLASS DURING THE CURRENT SCHOOL YEAR 2008-2009)	
		FEMALE	MALE	FEMALE	MALE
	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 (2008-2009) enrollment for pupils and/or the number of teachers per class? IF YES, ASK TO SEE CURRENT ENROLLMENT RECORDS &/OR # OF TEACHERS PER CLASS AND RECORD THE SOURCE OF THAT INFORMATION IN Q208. THEN FILL IN Q209	YES..... 1 NO..... 2	→210				
208	RECORD THE SOURCE(S) OF INFORMATION FOR CURRENT ENROLLMENT CIRCLE ALL SEEN	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.							
209A -N	CLASS	NUMBER OF PUPILS ENROLLED AT BEGINNING OF SCHOOL YEAR (2008-2009)			NUMBER OF TEACHERS EMPLOYED AT BEGINNING OF SCHOOL YEAR (2008-2009)		
	MORNING SHIFT	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
	a) PRIMARY 1						
	b) PRIMARY 2						
	d) PRIMARY 3						
	e) PRIMARY 4						
	f) PRIMARY 5						
	g) PRIMARY 6						
	h) TOTAL MORNING SHIFTS						
	AFTERNOON SHIFTS	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
	i) PRIMARY 1						
	j) PRIMARY 2						
	k) PRIMARY 3						
	l) PRIMARY 4						
	m) PRIMARY 5						
	n) PRIMARY 6						
	o) TOTAL AFTERNOON SHIFTS						
210a- w	Does this school have any of the following documents: ASK ABOUT EACH DOCUMENT INDIVIDUALLY. IF YES, ASK TO SEE THE DOCUMENT.	YES, SEEN	YES,NOTS EEN	NO	DON'T KNOW		
	a) 2008-2009 Admission Register	1	2	3	8		
	b) 2008-2009 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) WRITE IN RETENTION RATE: _____						
	WRITE IN YEAR _____						
	f) Completion rates	1	2→210g	3→210g	8→210g		
	f.2) WRITE IN COMPLETION RATE: _____						
	WRITE IN YEAR: _____						
	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) Deworming records for deworming 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?	YES1 NO2 DON'T KNOW.....8																																				
302	Does this school have a government-designated health facility to which the school is formally linked? IF YES, ASK IF IT IS IN THE SCHOOL COMPOUND.	YES,IN SCHOOL COMPOUND.....1 YES, OUTSIDE SCHL COMPOUND2 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	Do 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?	<table border="1"> <thead> <tr> <th>SERVICES</th> <th>YES, PROVIDE AT SCHL</th> <th>YES, REFER</th> <th>NO</th> <th>DON'T KNOW</th> </tr> </thead> <tbody> <tr><td>a) IMMUNIZATION</td><td></td><td></td><td></td><td></td></tr> <tr><td>b) MICRONUTRIENTS</td><td></td><td></td><td></td><td></td></tr> <tr><td>d) DEWORMING</td><td></td><td></td><td></td><td></td></tr> <tr><td>d) FP COUNSELING</td><td></td><td></td><td></td><td></td></tr> <tr><td>e) STI/HIV/AIDS PREVENTION INFO</td><td></td><td></td><td></td><td></td></tr> <tr><td>f)OTHER _____ SPECIFY</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	SERVICES	YES, PROVIDE AT SCHL	YES, REFER	NO	DON'T KNOW	a) IMMUNIZATION					b) MICRONUTRIENTS					d) DEWORMING					d) FP COUNSELING					e) STI/HIV/AIDS PREVENTION INFO					f)OTHER _____ SPECIFY					
SERVICES	YES, PROVIDE AT SCHL	YES, REFER	NO	DON'T KNOW																																		
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d) DEWORMING																																						
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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?	YES1 NO..... 2																																				
308	Is there at least one teacher on staff that is trained in first aid?	YES1 NO..... 2																																				
309	Does the school integrate health into class activities?	YES1 NO.....2																																				

310	Does this school have the Family Life Health Education (FLHE) curriculum? IF YES, ASK TO SEE THE FLHE CURRICULUM.	YES, FLHE SEEN.....1 YES, FLHE NOT SEEN.....2 NO.....3	
311	Does this school have a health curriculum? IF YES, ASK TO SEE CURRICULUM	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)?	YES1 NO2	→ 405
402	Does this school practice IRI?	YES1 NO2	→ 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 KNOW <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?	YES1 NO2	→ 501
406	Approximately, how many books are in the library? WRITE IN NUMBER ON LINE	NUMBER OF BOOKS _____	
407	Who provides books for the library? CIRCLE ALL MENTIONED.	STATE PRIM EDUC BOARD.....A EDUCATION TRUST FUND.....B NGOS/FBOS.....C <input type="checkbox"/> <input type="checkbox"/> PTA.....D <input type="checkbox"/> <input type="checkbox"/> COMMUNITY.....E 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?	YES1 NO2	→ 509
502	Do you participate in the PTA?	YES1 NO2	
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?	YES1 NO2 DON'T KNOW.....8	
505	Is the community invited to be part of the PTA meetings?	YES1 NO2 DON'T KNOW.....8	
506	Has the PTA ever written a grant proposal or written a request for donation?	YES1 NO2 DON'T KNOW.....8	
507	Does the PTA raise funds for the school (either for school activities and/or for general repairs)?	YES1 NO2 DON'T KNOW.....8	→ 509 → 509

508	How are funds raised to implement these activities? CIRCLE ALL MENTIONED	FUNDRAISING EVENTS.....A PTA MEMBERSHIP DUES.....B PTA SCHOOL LEVIES.....C PERSONAL DONATIONSD 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?	YES1 NO2 DON'T KNOW.....8	→511 → 511
510	Which ones? WRITE IN REPOSES	_____	
511	Are there any subjects that parents have advocated be expunged from the school curriculum?	YES1 NO2 DON'T KNOW.....8	→601 → 601
512	Which ones? WRITE IN REPOSES	_____	

SECTION 6. HEADMASTER/HEADTEACHER 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?	YES1 NO2	→ 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 SPECIFY 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 SPECIFY DON'T KNOW.....8		
608 a-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)	METHODOLOGY a) ROLE PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	YES 1 1 1 1 1 1 1 1 1	NO 2 2 2 2 2 2 2 2 2
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 SPECIFY 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 SPECIFY DON'T KNOW.....8		
612 a-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)	METHODOLOGY a) ROLE PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	YES 1 1 1 1 1 1 1 1 1	NO 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? READ POSSIBLE RESPONSES	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																															
615	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																															
616 a-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)	<table border="1"> <thead> <tr> <th>METHODOLOGY</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>a) ROLE PLAY</td> <td>1</td> <td>2</td> </tr> <tr> <td>b) INQUIRY</td> <td>1</td> <td>2</td> </tr> <tr> <td>c) GAMING</td> <td>1</td> <td>2</td> </tr> <tr> <td>d) DEMONSTRATION</td> <td>1</td> <td>2</td> </tr> <tr> <td>e) EXPERIMENTATION</td> <td>1</td> <td>2</td> </tr> <tr> <td>f) DISCUSSION</td> <td>1</td> <td>2</td> </tr> <tr> <td>g) LECTURE</td> <td>1</td> <td>2</td> </tr> <tr> <td>h) PRAC EXER/FIELDWORK</td> <td>1</td> <td>2</td> </tr> <tr> <td>i) OTHER</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	METHODOLOGY	YES	NO	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	
METHODOLOGY	YES	NO																															
a) ROLE PLAY	1	2																															
b) INQUIRY	1	2																															
c) GAMING	1	2																															
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f) DISCUSSION	1	2																															
g) LECTURE	1	2																															
h) PRAC EXER/FIELDWORK	1	2																															
i) OTHER	1	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 SPECIFY 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 SPECIFY DON'T KNOW.....8																															

620	Were any of the following teaching methodologies featured at the training?	METHODOLOGY	YES	NO	
a-i	a) Role play?	a) ROLE PLAY	1	2	
	b) Inquiry?	b) INQUIRY	1	2	
	c) Gaming?	c) GAMING	1	2	
	d) Demonstration?	d) DEMONSTRATION	1	2	
	e) Experimentation?	e) EXPERIMENTATION	1	2	
	f) Discussion?	f) DISCUSSION	1	2	
	g) Lecture?	g) LECTURE	1	2	
	h) Practical exercises/fieldwork?	h) PRAC EXER/FIELDWORK	1	2	
	i) Other _____ (SPECIFY)	i) OTHER	1	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):

COMMENTS ON SPECIFIC QUESTIONS:

ANY OTHER COMMENTS:

SUPERVISOR'S OBSERVATIONS

NAME OF THE SUPERVISOR: _____ DATE: _____

EDITOR'S OBSERVATIONS

NAME OF EDITOR: _____ DATE: _____

APPENDIX E: TEACHER QUESTIONNAIRE

MEASURE EVALUATION FINAL HEALTH AND EDUCATION SURVEY 2009 for COMPASS PROJECT TEACHER QUESTIONNAIRE

QUESTIONNAIRE IDENTIFICATION 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"/> <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-I	31	Lagos Mainl	39	Akwanga	45	
Bauchi	02	Abuja Mun	10	Bebeji	16	Kabo	23	Alimosho	32	Mushin	40	Doma	46	
Giade	03	Bwari	11	Bichi	17	Kano Mun	24	Badaga	33	Ojo	41	Karu	47	
Kirfi	04	Gnagwala	12	Dala	18	Kibiya	25	Beju-Lek	34	Oshodi Is	42	Keana	48	
Misau	05	Kuje	13	Gabasaw	19	Kura	26	Eti Osa	35	Shomolu	43	Keffi	49	
Ningi	06	Kwali	14	Garko	20	Nasarawa	27	Ikorodu	36	Surulere	44	Kokona	50	
Taf Bal	07			Gaya	21	Tsanyawa	28	Kosofe	37			Wamba	51	
Zaki	08			Gwale	22	Warawa	29	Lagos Isl	38					
SCHOOL CATEGORY: PRIMARY ONLY=1 PRE-PRIMARY & PRIMARY=2.....										<input style="width: 20px; height: 20px;" 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 style="width: 20px; height: 20px;" type="checkbox"/>				
SCHOOL CLASSIFICATION: PUBLIC=1 PRIVATE=2 MILITARY=3.....										<input style="width: 20px; height: 20px;" type="checkbox"/>				
LOCATION OF SCHOOL: URBAN=1, SEMI-URBAN = 2, RURAL=3.....										<input style="width: 20px; height: 20px;" type="checkbox"/>				
INTERVIEWER VISITS														
	1		2		3		FINAL VISIT							
DATE	_____		_____		_____		<div style="display: flex; justify-content: space-between;"> <div>DAY</div> <div>?? ?? ?</div> </div> <div style="display: flex; justify-content: space-between;"> <div>MONTH</div> <div>?? ?? ?</div> </div> <div style="display: flex; justify-content: space-between;"> <div>YEAR</div> <div>?? ?? ? ? ?</div> </div>							
INTERVIEWER'S NAME	_____		_____		_____		NAME ? ? ?							
RESULT*	_____		_____		_____		RESULT ? ?							
NEXT VISIT: DATE	_____		_____				TOTAL NO. OF ????							

QUESTIONNAIRE IDENTIFICATION NUMBER

--	--	--	--

TIME

_____	_____
-------	-------

VISITS

?	?
?	?

*RESULT CODES:

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

SUPERVISOR	OFFICE EDITOR	KEYED BY
NAME _____ ???? ???? ?	???? ???? ?	???? ???? ?
DATE _____ ? ? ? ?	? ? ?	? ? ?
???? ???? ?	???? ???? ?	???? ???? ?

SECTION 1. GENERAL INFORMATION

INTRODUCTION AND CONSENT

READ INFORMED CONSENT FORM	
May I begin the interview now?	
Signature of interviewer: _____	Date: _____
RESPONDENT AGREES TO BE INTERVIEWED..... 1 V	RESPONDENT DOES NOT AGREE TO BE INTERVIEWED 2 <input type="checkbox"/> END

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP				
101	RECORD THE TIME (START OF INTERVIEW).	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> HOUR..... <input type="text"/> <input type="text"/> <input type="text"/> <div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> MINUTES <input type="text"/> <input type="text"/> <input type="text"/> <div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div>					
102	RECORD SEX OF RESPONDENT	MALE.....1 FEMALE.....2					
102	How long have you worked at this school? IF LESS THAN ONE YEAR, RECORD '00' YEARS.	<div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> YEARS <input type="text"/> <input type="text"/> <input type="text"/> <div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div>					
103	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					
104	Whic year did you graduate with this qualification?	YEAR GRADUATED <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>					
105	How many years in total have you been teaching (including other schools besides this one)?	NUMBER OF YEARS <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>					
106	What class(es) do you teach? CIRCLE ALL THAT APPLY.	PRIMARY1.....A PRIMARY 2.....B PRIMARY 3.....C PRIMARY 4.....D PRIMARY 5.....E PRIMARY 6.....F					

107a -m	What subjects do you teach?		YES	NO	
		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?	METHODOLOGY	YES	NO	
	j) Role play?	a) ROLE PLAY	1	2	
	k) Inquiry?	b) INQUIRY	1	2	
	l) Gaming?	c) GAMING	1	2	
	m) Demonstration?	d) DEMONSTRATION	1	2	
	n) Experimentation?	e) EXPERIMENTATION	1	2	
	o) Discussion?	f) DISCUSSION	1	2	
	p) Lecture?	g) LECTURE	1	2	
	q) Practical exercises/fieldwork?	h) PRAC EXER/FIELDWORK	1	2	
	r) Other _____ (SPECIFY)	i) OTHER	1	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? j) Role play? k) Inquiry? l) Gaming? m) Demonstration? n) Experimentation? o) Discussion? p) Lecture? q) Practical exercises/fieldwork? r) Other _____ (SPECIFY)	METHODOLOGY a) ROLE PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	YES 1 1 1 1 1 1 1 1 1	NO 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? j) Role play? k) Inquiry? l) Gaming? m) Demonstration? n) Experimentation? o) Discussion? p) Lecture? q) Practical exercises/fieldwork? r) Other _____ (SPECIFY)	METHODOLOGY a) ROLE PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	YES 1 1 1 1 1 1 1 1 1	NO 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? j) Role play? k) Inquiry? l) Gaming? m) Demonstration? n) Experimentation? o) Discussion? p) Lecture? q) Practical exercises/fieldwork? r) Other _____ (SPECIFY)	METHODOLOGY a) ROLE PLAY b) INQUIRY c) GAMING d) DEMONSTRATION e) EXPERIMENTATION f) DISCUSSION g) LECTURE h) PRAC EXER/FIELDWORK i) OTHER	YES 1 1 1 1 1 1 1 1 1	NO 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 Educations? 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	YES 1 1 1 1 1	NO 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 the of the records and documents you have. Do you keep pupil attendance records? IF YES, ASK TO SEE THE PUPIL ATTENDANCE RECORD/REGISTER.	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?	YES, SEEN	YES, NOT SEEN	NO	DON'T KNOW	
	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: IF THE RESPONDENT TEACHES IN MORE THAN ONE CLASSROOM, ASK ABOUT THE CLASSROOM THEY MOST RECENTLY TAUGHT IN.	YES SEEN	YES, NOT SEEN	NO	DON'T KNOW	
	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? CIRCLE ALL THAT APPLY	PRIMARY1.....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?	<p style="text-align: right;">??????</p> DAY..... ? ? ? <p style="text-align: right;">??????</p> MONTH..... ? ? ? <p style="text-align: right;">??????</p> 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> <p>DON'T KNOW.....98</p>								
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? ASK ABOUT EACH MATERIAL ONE-BY-ONE. IF YES, ASK TO SEE THE MATERIALS.	MATERIALS	YES, SEEN	YES, NOT SEEN	NO	DK				
		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? ASK ABOUT EACH MATERIAL ONE-BY-ONE	MATERIALS	YES, SEEN	YES, NOT SEEN	NO	DK				
		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?	YES1 NO.....2				→ 401
315a-i	What materials does the classroom have to support numeracy? ASK ABOUT EACH MATERIAL ONE-BY-ONE	MATERIALS	YES, SEEN	YES, NOT SEEN	NO	DK
		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?	YES1 NO2	→ 404
402	What topics do you cover? CIRCLE ALL THAT APPLY	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 CUTTINGG OTHER _____W (SPECIFY)	
403	Do you have a health curriculum to teach these topics? IF YES, ASK TO SEE CURRICULUM	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?	YES1 NO2	

SECTION 5. KEEPING PUPILS IN SCHOOL

IN THIS SECTION YOU MUST WRITE IN THE RESPONSES		
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>PROBE: From any other source?</p> <p>CIRCLE ALL SOURCES MENTIONED</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	ALL RESPOND ENTS GO TO Q605

604	Why do you think primary schools should NOT teach pupils about family education? PROBE: Any other reasons? CIRCLE ALL REASONS MENTIONED	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 ? ? ? ? ? ? ? ? ?	
606	At what age should girls start learning about family education?	AGE ? ? ? ? ? ? ? ? ?	
607	RECORD THE TIME.	? ? ? ? ? ? ? ? HOUR ? ? ? ? ? ? ? ? ? ? ? MINUTES ? ? ? ? ? ? ? ? ? ? ?	

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):

COMMENTS ON SPECIFIC QUESTIONS:

ANY OTHER COMMENTS:

SUPERVISOR'S OBSERVATIONS

NAME OF THE SUPERVISOR: _____ DATE: _____

EDITOR'S OBSERVATIONS

NAME OF EDITOR: _____ DATE: _____