

# Education Sector Support Programme in Nigeria (ESSPIN)

## School Census Follow up Survey Report

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- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

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## Abbreviations

ASC	Annual School Census
EMIS	Education Management Information System
ESSPIN	Education Sector Support programme in Nigeria
GER	Gross Enrolment Rate
LGEA	Local Government Education Authority
SBMC	School-Based Management Committee
SDP	School Development Plan
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board

## Abstract

1. The report presents the results of a survey of 400 public primary schools in five ESSPIN states whose aim was to validate the 2009-10 school census and provide recommendations for improvements in the process.

## Executive summary

2. Previous attempts to validate the results of the school census in Nigeria have been unsystematic, could not be generalised and were not published. As part of its efforts to support the development of the school census process, ESSPIN supported the design and implementation of a follow up survey to validate the 2009-2010 school census data, understand the extent to which there might be an under-estimate of enrolment with the shifting of the census date to November; and capture important issues of school quality for which the school census may not be an alternative source of information.
3. In terms of the overall quality of the school census data, the main message is that the 2009-2010 school census process has managed to produce not only timely but also good quality data on the key measures of interest. Enrolment figures were accurate. The divergence does not exceed 6% which is a considerable improvement compared to previous years. On the other hand, there were discrepancies worth noting in other data categories, such as classrooms, teachers and facilities, which will help focus the training of head teachers and enumerators.
4. The shift of the school census date to November has undoubtedly helped ensure that school census data were for the first time published during the school year and were available in time for the key planning and budgeting processes of the respective states. In addition, the reported enrolment levels were not under-estimated with the exception of Lagos. The only other case where the shift of the date appears to affect the accuracy of the results is in the number of teachers. In two states, the number of teachers according to the follow up survey was higher by 10% compared to the school census. This could be linked to the recruitment process, as new teachers tend to join their schools in January.
5. Finally, the follow-up survey provides new findings with respect to questions to which the school census might not be suited. In particular, the survey provides original estimates on the level of student and teacher attendance, revealing high levels of absenteeism that call for the attention of policy makers. In addition, the report discusses the availability of textbooks, the existence of school development plans and evidence on the operation of school-based management committees.

## Introduction

6. ESSPIN is supporting the process of collecting education statistics in selected states with the objective to use the lessons learned to roll out good practice to the rest of Nigeria. At the time ESSPIN began its activities in late 2008, the quality of education information on students, teachers and facilities was perceived to be very low from the point of view of completeness, timeliness and accuracy. On the latter aspect, there are at least three issues which affect public perceptions of quality.
7. First, while all states in Nigeria claim to carry out validation checks after the school census:
  - these checks appear unsystematic: there is no clear plan of which schools should be (re-)visited
  - the focus seems to be on correcting the figures only for those revisited schools where discrepancies seem to arise and not to provide a measure of the overall discrepancy (projecting the findings from the revisited schools to the entire state)
  - the results of these checks, if they actually take place, are not published
8. So far there has been no general assessment of the quality of the data. Several underlying but distinct problems combine to diminish the usefulness of annual school census data:
  - the inability of respondents to accurately fill in the census form either due to the lack of training or the lack of records
  - the tendency to intentionally over- or under-report certain figures for various reasons: for example, schools in certain LGEAs are believed to come under pressure from local authorities to misreport information on student enrolment and the number of teachers
  - poor skills in querying databases: the staff in EMIS units usually do not possess the skill to extract information from their databases in a correct way
  - the problem of non-response: similarly, some (absolute level) estimates may lead to wrong inference because no adjustment is made for non-response
9. The first two bullet point suggest that there are inherent problems with the quality of the data, while the latter two bullet points are related to weak data processing skills, which is a different issue that can be addressed through better training of EMIS unit staff.
10. Second, the decision to shift the date of the census from February to November could have affected the quality of the school census information. Three main arguments were used to advocate in favour of this shift:
  - the positive impact that conducting the census three months earlier would have on the timeliness with which results are produced and made available for planning

- consistency with international practice, as countries tend to hold their school census at the end of the first term and not in the middle of the second term or later
  - the February target was routinely missed because allocated funds were not released; by contrast, it is easier to obtain allocated funds at the end of the financial year
11. Several stakeholders argued that November is an unsuitable time to conduct the census because a large number of teachers and students appear to be still moving between schools. However, there is no concrete evidence that this is a sufficiently big concern to justify the postponement of the census by three months.
12. Third, there were also issues with the quality of information on certain questions for which the school census was, to some extent, an unsuitable source. In particular:
- the head teacher might not be the most suitable respondent: for example, the head teacher might not get out of his/her way to ask how many children possess particular types of textbooks
  - a head teacher (or even an enumerator who comes from the education system) might not have the incentive to report accurately on some types of information: for example, issues of teacher and student absenteeism
13. The 2009-10 school census excluded such questions from the questionnaire but the demand for information remains as long as a more reliable source can be used.
14. ESSPIN has taken steps in 2009-2010 to improve the school census process, including the use of enumerators and the building of capacity at EMIS units to improve data processing. In addition, it designed and implemented a school census follow up survey to address the three above mentioned objectives:
- Assess the quality of the school census data by focusing on the discrepancies between reported information and direct observation
  - Understand the extent to which there might be an under-estimate of enrolment when the census takes place in November compared to enrolment levels in February
  - Capture important issues of school quality such as absenteeism and availability of instructional materials
15. The report consists of the following parts:
- Outline of the methodology
  - Presentation of the results on the quality of the school census data
  - Presentation of the results on the supplementary information
  - Main conclusions and recommendations



## Methodology

### Instrument

16. The instrument, which is attached in Annex A, was essentially identical to the instrument used during the 2009-10 school census. Enumerators were asked to use the available *school records* to collect information on the same questions that schools responded to during the school census in November 2009 so that the two sets of answers could be compared.
17. In addition, enumerators were asked to make their own *direct observations* to also collect some supplementary information that the school census cannot report on: student attendance, teacher attendance, textbook availability and availability of school-based management committees (SBMC) and school development plans (SDP).

### Sample

18. A representative sample of 80 public primary schools was drawn randomly from the school lists in each of the five states: Jigawa, Kaduna, Kano, Kwara and Lagos. The sample selection process had to tackle the following problems:
  - Ideally, the *post-census school list* (i.e. the schools that submitted a questionnaire during the November 2009 school census) should have been used as the sampling frame. However, the data entry process could not be completed in time for the drawing of the school census follow up survey at the end of January except in the case of Kano.
  - In other states, it was necessary to rely on the *pre-census school list* that was used as a basis for the November 2009 school census. However, despite efforts to update, it was not a reliable sampling frame in some states<sup>1</sup>. For example, some schools:
    - had been recently established but had not been included in the list
    - had closed down and should have been dropped from the list
19. For the following reasons, the number of schools with usable observations was lower:
  - Twenty one schools did not submit a census form. Ten of these schools were in Kaduna (see footnote 1).
  - Ten schools in Kano were reported by enumerators to be qur'anic and were therefore not surveyed. Kano State officials have argued that the schools in question were

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<sup>1</sup> This problem complicated efforts to calculate the school census response rate. As an example, in Kaduna the nominal response rate was 102% (3947 schools responded out of 3875 in the pre-census school list). However: (a) among schools that responded, 373 schools were not in the original list; (b) among schools in the pre-census school list, 301 schools did not respond; this means that for every school sampled from the pre-school census list, there was 8% chance that it would not have been enumerated in the school census.

teaching islamiyya curriculum. In any case, there is a need to screen carefully the school list in Kano before the 2010-11 school census.

- Five schools (two in Kaduna and three in Moro LGEA of Kwara state) had closed down. Of these, two schools (one in Kaduna and one in Kwara) had actually submitted a school census form.
- One school (in Lagos) was visited twice as per the instructions issued to enumerators but the entire teaching staff was absent on both occasions for training.

20. In total, there are 363 usable observations from the total sample of 400 schools.

**Table 1 Analysis of sample**

Case	State					Total
	Jigawa	Kaduna	Kano	Kwara	Lagos	
<b>Usable observations</b>						
Submitted census form and was visited during the survey	73	67	69	74	79	363
<b>Unusable observations</b>						
Did not submit form but was visited during the survey	7	10	1	3	0	21
Qur'anic school: submitted census form but school does not teach English and mathematics	0	0	10	0	0	10
School closed down: did not submit census form and was found to be closed	0	1	0	2	0	3
'Ghost school': census form submitted but no school exists since 2008	0	1	0	1	0	2
School not in session after two visits	0	0	0	0	1	1
<b>Total</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>400</b>

## Survey

21. The survey was carried out by the National Population Commission. Enumerators were trained over a period of one week in January 2010, which included a two-day field practice that led to the refinement and finalisation of the questionnaire and the survey manual.

22. The survey was conducted in a period of five weeks between the middle of February and the middle of March 2010. The most important features of the survey were the following:

- The sample was confidential: schools and (State and local) government officials did not know which schools would be visited and when. Giving advance notice might have helped schools prepare (for example, there might be an alert to ensure that all

teachers come to the school that day even though there might usually be a high level of absenteeism) and give a picture of the school that does not reflect reality.

- In each state there were:
  - one *field manager* who organised the fieldwork and checked the quality of the work done by the enumerators and the supervisors.
  - two *supervisors*, each of whom managed two enumerators, organised travel arrangements and checked the quality of the data by performing basic checks and doing spot check visits
  - four *enumerators* who surveyed the sampled schools working on their own except in the case of large schools

## Findings – Validation of school census results

23. This section reports the results that focus on comparing the follow up survey with the school census data. The main tables are listed here. Other tables are found in Annex B.

### A. Schools

24. In terms of general school characteristics, the following comparisons were made:

- **Location:** The follow up survey agreed in 91% of cases with the school census with respect to whether a school was located in an urban or a rural area.
- **Distance:** The reported distance of a school from the LGEA headquarters according to the follow up survey was within five kilometres of the reported distance according to the school census in only 62% of cases.
- **Level:** The reported level of education offered by the school (primary classes only or a combination of primary and pre-primary classes) according to the follow up survey agreed with the response provided by the school in the school census in 82% of cases.
- **Type:** Two special school types were singled out in the school census questionnaire:
  - Out of 56 islamiyya schools according to the school census, 37 were confirmed as islamiyya by the follow up survey and 19 were not. A closer look at school names suggests that 13 of the remaining 19 schools did not have a name that would be clearly associated with an islamiyya school.
  - Out of 22 nomadic schools according to the school census, only 9 were confirmed as nomadic by the follow up survey; a closer look at these schools' names suggests that 11 of the remaining 13 schools did not have a name that would be clearly associated with a nomadic school.

25. In terms of basic school infrastructure, the following observations were made.

- **Water supply:** The follow up survey fully agreed in 63% of cases with the school census with respect to the type of water supply available in the school. A comparison with respect to whether a school had any source of water or not is shown in Table 2. The percentage of schools without water was under-reported by 3-9 percentage

points in the three northern states and over-reported by 6 percentage points in Lagos. The sample of schools from Kwara displays some unexpected characteristics: on the one hand, the proportion of schools in the sample without water supply according to the school census is considerably lower than the state average; on the other hand, the discrepancy between the school census and the follow up survey is very large.

**Table 2 Percentage of schools without water supply**

	State				
	Jigawa	Kaduna	Kano	Kwara	Lagos
Follow-up survey	58	75	51	84	42
School census – Sample	50	72	42	47	48
School census – Average	54	68	47	64	49
Difference: follow up survey vs. census	+8	+3	+9	+37	-6

- **Toilets:** The follow up survey agreed in 76% of cases with the school census on the number of toilets available in the school. Table 3 shows that the percentage of schools without a toilet appeared to be over-reported in the school census by 12 and 18 percentage points in Jigawa and Lagos respectively but was close to the figures reported in the school census in the other three states.

**Table 3 Percentage of schools without toilet**

	State				
	Jigawa	Kaduna	Kano	Kwara	Lagos
Follow-up survey	69	79	57	71	33
School census – Sample	81	81	54	77	51
School census – Average	75	83	62	85	53
Difference: follow up survey vs. census	-12	-2	+3	-6	-18

## B. Students

26. In terms of the student population, the following comparisons were made:

- **2009-10 enrolment:** On the whole, the follow-up survey largely agrees with the school census data on enrolment levels in 2009. The following observations apply by state:
  - In Jigawa, the two sets of figures on aggregate enrolment are consistent but the school census data appear to over-report Class 1 male enrolment and under-report male enrolment in Class 3 and Class 4 (while exactly the opposite is the case for female enrolment).
  - In Kaduna, the two sets of figures on aggregate enrolment are fully consistent.
  - In Kano, there is over-reporting of Class 1 enrolment and under-reporting of Class 6 enrolment for both boys and girls. On the whole, total enrolment in the

school census appears to be over-reported by 3.1%. However, the over-reporting of enrolment would be higher by an estimated additional eight percentage points if the school list indeed included qur'anic schools as mentioned in the previous section.

- In Kwara, total enrolment in the school census appears to be over-reported by 6.4% – and the level of over-reporting is significantly higher for girls (8.5%) than for boys (4.4%).
- By contrast, total enrolment in the school census appears to be under-reported in Lagos by 6.1% – and the level of under-reporting is significantly higher for girls (8.2%) than for boys (3.9%).
- **2008-09 enrolment:** The follow-up survey largely agrees with the school census data on the level of enrolment in 2008. The difference in all states is of the order of 1-2% with the exception of Kwara where the school census appears to have over-reported the level of enrolment by 4.7%.
- **Repetition:** The number of repeaters reported in the follow-up survey was lower than the number reported in the school census in all states except Jigawa.

**Table 4 Average number of enrolled students in 2009-10 by class and state**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Class 1	Follow-up survey	49.2	57.5	88.1	26.5	61.5
	School census	47.4	57.4	99.1	28.1	55.5
	Difference: follow up survey vs. census	1.8	0.1	-11.0	-1.6	6.0
Class 2	Follow-up survey	48.1	61.9	91.6	23.8	66.9
	School census	44.8	61.3	94.3	25.9	60.5
	Difference: follow up survey vs. census	3.3	0.6	-2.7	-2.1	6.4
Class 3	Follow-up survey	46.1	47.9	87.9	26.6	76.1
	School census	44.4	51.4	92.0	28.3	69.3
	Difference: follow up survey vs. census	1.7	-3.5	-4.1	-1.7	6.8
Class 4	Follow-up survey	39.7	46.1	77.8	26.9	78.5
	School census	42.6	46.7	81.2	29.5	73.8
	Difference: follow up survey vs. census	-2.9	-0.6	-3.4	-2.6	4.7
Class 5	Follow-up survey	32.2	42.7	68.2	25.5	81.5
	School census	35.3	45.1	69.1	27.4	75.5
	Difference: follow up survey vs. census	-3.1	-2.4	-0.9	-1.9	6.0
Class 6	Follow-up survey	31.2	36.7	61.8	24.0	76.3
	School census	32.6	35.9	54.7	24.5	80.8
	Difference: follow up survey vs. census	-1.4	0.8	7.1	-0.5	-4.5
Total	Follow-up survey	246.5	292.8	475.4	153.2	440.8
	School census	247.2	297.9	490.4	163.7	415.6
	Difference: follow up survey vs. census	-0.7	-5.1	-15.0	-10.5	25.2

**Table 5 Average number of enrolled students in 2008-09**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Total	Follow-up survey	230.6	291.4	509.9	157.6	424.3
	School census	233.7	295.7	500.0	165.3	429.4
	Difference: follow up survey vs. census	-3.1	-4.3	9.9	-7.7	-5.1

**Table 6 Average number of repeating students**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Total	Follow-up survey	2.7	17.6	18.2	7.9	13.2
	School census	1.9	24.0	21.0	9.0	18.3
	Difference: follow up survey vs. census	0.8	-6.4	-2.8	-1.1	-5.1

### C. Teachers

27. The number of teachers according to the follow-up survey was slightly higher than the number reported in the school census in three states: Jigawa (12%), Kwara (11%) and Lagos (5%). This could reflect newly recruited teachers who joined the schools in January 2010 after the school census was conducted in November/December 2009.

**Table 7 Average number of teachers per school**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Male	Follow-up survey	7.6	5.8	7.5	7.1	2.9
	School census	6.7	5.8	7.4	6.4	2.7
	Difference: follow up survey vs census	0.9	0.0	0.1	0.7	0.2
Female	Follow-up survey	1.0	4.7	2.6	8.5	12.3
	School census	1.0	5.3	2.7	7.6	12.0
	Difference: follow up survey vs census	0.0	-0.6	-0.1	0.9	0.3
Total	Follow-up survey	8.6	10.5	10.2	15.6	15.4
	School census	7.7	11.2	10.1	14.1	14.7
	Difference: follow up survey vs census	0.9	-0.7	0.1	1.5	0.7

28. In terms of the different groups into which teachers were classified:

- According to the *source of salary*: It appears that the school census over-reported the number of teachers who were recruited through the Federal Teacher Service in Kaduna and Kano. This might be due to the fact that code 1 had been assigned to teachers paid by the FTS, whereas code 2 had been assigned to the most common category (teachers paid by the state or local government).

- According to *whether teachers were long-term absent*: The number of teachers who were absent for more than one month was found to be higher in the follow up survey by 0.8 teachers on average. The discrepancy was largest in Kwara (by 1.7 teachers) and in Kaduna (by 0.9 teachers).
- According to *teaching professional qualifications*: The proportion of teachers with less than NCE was under-reported in the school census in Kaduna, Kano and Kwara by 4-7 percentage points but was over-reported in Jigawa.

29. **Non-teaching staff**: The follow-up survey largely agrees with the school census data on the number of non-teaching staff members.

#### D. Classrooms

30. The number of classrooms according to the follow-up survey was much higher than the number reported in the school census in Kaduna (+28%) and Kwara (+20%) but much lower in Lagos (-18%). There were no discrepancies in Jigawa and Kano.

**Table 8 Average number of classrooms per school**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
1. In good condition	Follow-up survey	2.0	3.2	2.1	1.3	4.4
	School census	1.8	1.5	2.7	1.3	2.0
	Difference: follow up survey vs census	0.2	1.7	-0.6	0.0	2.4
2. In need of minor repairs	Follow-up survey	1.3	1.4	2.1	2.5	2.9
	School census	1.3	1.1	2.0	2.1	4.3
	Difference: follow up survey vs census	0.0	0.3	0.1	0.4	-1.4
3. In need of major repairs	Follow-up survey	0.4	1.5	1.5	1.6	1.9
	School census	0.8	1.8	1.1	0.9	4.6
	Difference: follow up survey vs census	-0.4	-0.3	0.4	0.7	-2.7
Functional (=1+2+3)	Follow-up survey	3.7	6.1	5.7	5.4	9.2
	School census	3.9	4.4	5.8	4.3	10.9
	Difference: follow up survey vs census	-0.2	1.7	-0.1	1.1	-1.7
4. Under construction	Follow-up survey	0.2	0.3	0.0	0.7	0.2
	School census	0.2	0.1	0.0	0.4	0.7
	Difference: follow up survey vs census	0.0	0.2	0.0	0.3	-0.5
5. Unusable	Follow-up survey	0.3	0.1	0.1	1.0	0.4
	School census	0.3	0.2	0.0	0.2	0.2
	Difference: follow up survey vs census	0.0	-0.1	0.1	0.8	0.2
Total	Follow-up survey	4.4	6.6	6.1	7.5	9.8
	School census	4.5	4.7	5.9	4.9	11.8
	Difference: follow up survey vs census	-0.1	1.9	0.2	2.6	-2.0

31. The number of rooms other than classrooms was under-reported in the school census in all states except Kano. The degree of under-reporting was highest in Kwara and Lagos.

**Table 9 Average number of rooms other than classrooms per school**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Total	Follow-up survey	1.2	1.4	1.3	2.5	2.7
	School census	0.9	0.9	1.3	1.2	1.9
	Difference: follow up survey vs census	0.3	0.5	0.0	1.3	0.8

32. In terms of classroom facilities, the following characteristics were compared:

- **Seating:** The proportion of classrooms with sufficient seating arrangements in the school census appears to have been over-reported in Kaduna and under-reported in Lagos but was otherwise consistent with the follow-up survey.
- **Blackboards:** The proportion of classrooms with good blackboards in the school census appears to have been over-reported in Kano and significantly under-reported in Lagos but was otherwise consistent with the follow-up survey.

**Table 10 Proportion of classrooms with adequate seating and good blackboards**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Classrooms with enough seating (%)	Follow-up survey	32	20	24	22	57
	School census	35	33	26	18	43
	Difference: follow up survey vs census	-3	-13	-2	+4	+14
Classrooms with good blackboard (%)	Follow-up survey	64	55	53	62	90
	School census	59	53	65	59	58
	Difference: follow up survey vs census	+5	+2	-12	+3	+32

33. The estimate of the proportion of schools where at least some classes were taking place outside a classroom did not differ substantially between the follow-up survey and the census with the exception of Kwara.

**Table 11 Proportion of schools where at least some classes were held outside the classroom (%)**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Total	Follow-up survey	58	22	46	19	4
	School census	51	24	48	29	9
	Difference: follow up survey vs census	+7	-2	-2	-10	-5



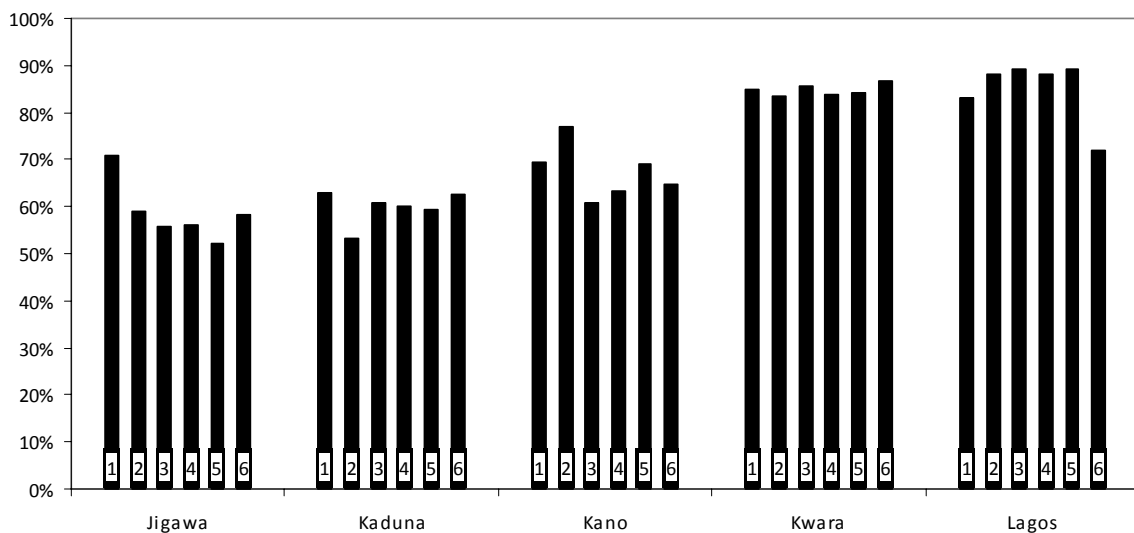
## Findings – Supplementary information

34. This section reports the results pertaining to issues that the school census cannot address.

### Student attendance

35. Enumerators carried out spot checks in all classrooms of the schools visited. Figure 1 compares the number of students counted present in the classroom relative to the number of students reported as enrolled in the school census by class and state. The figure suggests that attendance rates are in the range of 50-60% in Jigawa and Kaduna, 60-70% in Kano and 80-90% in Kwara and Lagos.

**Figure 1 Student attendance rate (%)**

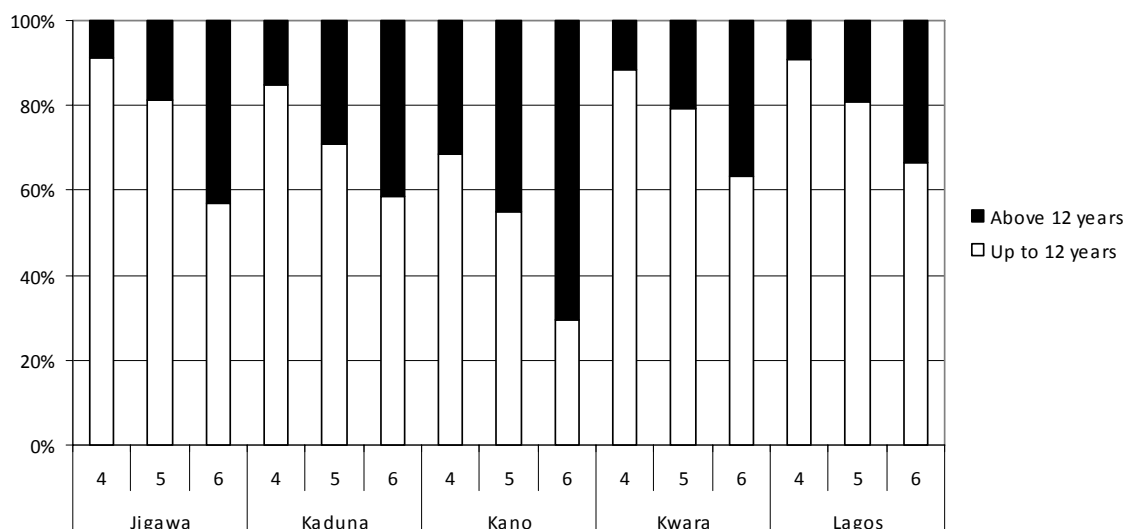


### Net enrolment

36. Enumerators were requested to ask the ages of the children attending Class 4 and above in order to assess the proportion of those aged above 12 years. Note that the definition of overage children has been extended to 12 years as the survey took place in the middle of the school year. Figure 2 shows that 9-31% of Class 4 students, 19-45% of Class 5 students and 33-71% of Class 6 students were over the age of 12 years.

37. If we assume that all students attending Classes 1-3 are within the age range 6-12 years, then the above findings suggest that the proportion of children enrolled in primary schools who are over the age of 12 years ranges from 8% (in Jigawa) to 18% (in Kano). This implies that the net enrolment rate estimates based on the school census are very similar to those estimated through the follow up survey.

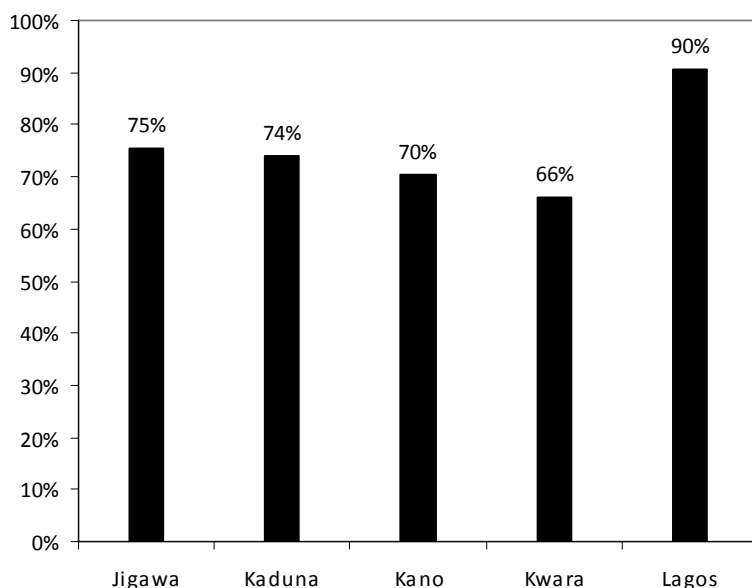
**Figure 2 Proportion of students who are over the age of 12 years by class and state (%)**



### Teacher attendance

38. Enumerators counted the number of teachers who were present at the school at the time of their visit. Figure 3 compares the number of teachers counted present at the school relative to the number of teachers reported as working in the school *according to the school census*. The figure shows that the teacher attendance rate is 75% in Jigawa, 74% in Kaduna, 70% in Kano, 66% in Kwara and 90% in Lagos. Note that these attendance rates differ if taken relative to the number of teachers *according to the follow-up survey*.

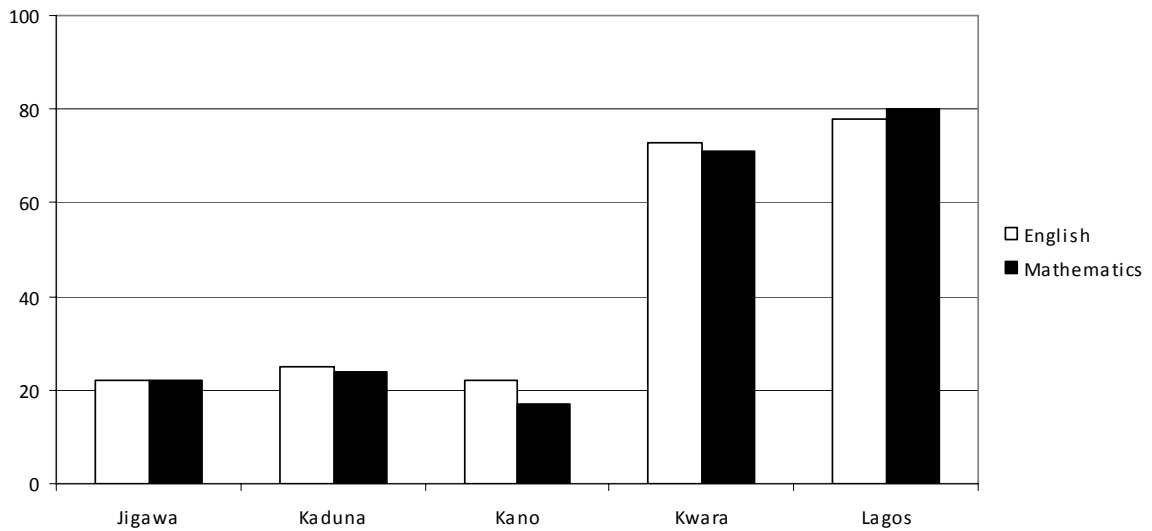
**Figure 3 Teacher attendance rate (%)**



### Textbooks

39. Enumerators entered each classroom to carry out the student head count. At that point they were requested to record the subject that was being taught and count the number of textbooks of that subject that were available in the classroom. Figure 4 shows that only about 20% of students in Jigawa, Kaduna and Kano had a copy of the English and mathematics textbook of their class. By contrast, the corresponding proportion was 70-80% in Kwara and Lagos.

**Figure 4 Proportion of students with textbook**



### SBMC and SDP

40. As part of the school census, head teachers reported whether there was a school development plan (SDP) or a school-based management committee (SBMC). In order to improve our understanding about these two processes, the follow-up survey enumerators asked to see a copy of the SDP and the SBMC meeting minutes if available:

- Although 54% of schools according to the school census claimed not to have an SDP, the follow-up survey suggests that 71% of schools did not have such a plan. In fact, only 13% of all schools (or less than half of those schools which claimed that they had an SDP) could produce an SDP copy.
- While 17% of schools claimed that they did not have an SBMC according to the school census, the follow-up survey suggests that 34% of schools do not have such a committee. In fact, only 34% of all schools (or half of those schools which claimed that they had an SBMC) could demonstrate minutes of an SBMC meeting.

**Table 12 School development plans**

School census	Follow-up survey			Total
	No SDP	Yes, no SDP copy	Yes, SDP copy available	
No SDP	126	26	14	166
SDP	130	31	34	195
Total	256	57	48	361

**Table 12 School based management committees**

School census	Follow-up survey				Total
	No	Yes, no minutes	Yes, minutes from 2008-09	Yes, minutes from 2009-10	
No SBMC	35	17	5	6	63
SBMC	89	96	69	44	298
Total	124	113	74	50	361

## Conclusions

41. ESSPIN supported the design and implementation of a follow up survey to validate the 2009-2010 school census process. A sample of 400 public primary schools was selected to which enumerators paid unannounced visits. The survey had three objectives: assess the quality of the school census data; understand the extent to which there might be an under-estimate of enrolment when the census takes place in November; and capture important issues of school quality for which the school census may not be an alternative source of information.
42. In terms of the overall quality of the school census data, the main message is that the 2009-2010 school census process has managed to produce not only timely but also good quality data on the key measures of interest. The following points are worth emphasising:
  - The updating of the school lists was an essential aspect of the improvement of the school census process. It remains a challenge as long as concrete procedures are not laid out. The main issue that emerged from the follow up survey was the discovery that 12% of the schools in Kano were discovered by the enumerators of the survey to be qur'anic, i.e. that they were not teaching the standard curriculum. This issue needs to be further investigated: the process of establishing what constitutes a school needs to be tightened and the school list preparation process adjusted accordingly.
  - A related issue was the misclassification of a considerable proportion of islamiyya and nomadic schools. It is unclear to what extent this is due to the structure of the questionnaire (which will be addressed in 2010-11), the negligence of the respondents or errors at the data entry stage.

- Enrolment figures were accurate. The only exception was Kwara where enrolment appeared to be inflated by six percentage points. Nevertheless, looking back at the experience of recent years, when at times selected LGEAs in this state would wildly inflate enrolment, this is a major improvement that should be considered a success.
- Discrepancies were higher than expected in some data categories. For example:
  - The number of functional classrooms was found to be higher in Kaduna and Kwara. The use of a list of classrooms instead of aggregate numbers of classrooms may have been a factor although the fact that this does not appear to be a problem in all states is encouraging.
  - The degree of agreement on the source of water or even on whether a school had any source of water was relatively low. This is not surprising as it is difficult to define with clarity and ease what is a safe source of water inside the school premises that is also available throughout the year.
  - The number of teachers without a minimum teaching qualification was slightly under-reported in three states.
- The above discrepancies point out to the need to focus the training of head teachers and enumerators on specific questions, which will be taken up in the preparation of the 2010-2011 school census.

43. The shift of the school census date to November has undoubtedly helped ensure that school census data were for the first time published during the school year and were available in time for the key planning and budgeting processes of the respective states. In addition, the reported enrolment levels were not under-estimated. Lagos was the only state where enrolment appeared to have increased (by six percentage points) since the time of the school census but this would appear a lesser concern for a state where public school enrolment is on the decline. The only other case where the shift of the date appears to affect the accuracy of the results is in the number of teachers. In Jigawa and Kwara, the number of teachers according to the follow up survey was higher by 10% compared to the school census. This could be linked to the recruitment process, which is routinely completed in January when new teachers join their schools. However, this discrepancy speaks more about the need for states to re-organise the recruitment process so that teachers arrive at their schools at the beginning of the school (and not the calendar) year rather than about the need to shift the time of the census. In addition, complementary solutions can be found to update the information on teachers during the school year with the support of SUBEB and the LGEAs.

44. Finally, the follow-up survey provided new findings with respect to questions to which the school census might not be suited. In particular:
- The level of student attendance, estimated through a head count of students when the enumerators visited the schools, was found to be low in Jigawa, Kaduna and Kano.

- The level of teacher absenteeism was found to be in the range of 25-35% in all states except Lagos.
- Based on the age information provided by the students present in the classroom, the school census appears to be calculating net enrolment rates with accuracy.
- The proportion of students with English and mathematics textbooks was in the range of 20% in Jigawa, Kaduna and Kano and in the range of 70-80% in Kwara and Lago

Annex A: Instrument

School code <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
<b>2009-10 SCHOOL CENSUS FOLLOW-UP SURVEY</b>			
<b>PRIMARY SCHOOLS</b>			
School name <input style="width: 100%;" type="text"/>			
Enumerator 1 name	Enumerator 2 name	Supervisor name	Data entry officer name
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Date of enumerator's first visit	Date of enumerator's second visit if applicable	Date of quality check	Date of data entry
/ / Day / Month	/ / Day / Month	/ / Day / Month	/ / Day / Month
Time of enumerator's first visit	Time of enumerator's second visit	School opening hours: 1st shift	School opening hours: 2nd shift
Arrival: __: __	Arrival: __: __	Starting time: __: __	Starting time: __: __
Departure: __: __	Departure: __: __	Closing time: __: __	Closing time: __: __

**A. SCHOOL SITUATION UPON ARRIVAL**

A. 1	Was the school holding classes on the day you first visited?	1 Yes ▶ A4	2 No	
A. 2	Why were no classes held?	1 Operations suspended	4 Exams were being held	
		2 Building damaged	5 Market day	
		3 Sports/cultural /religious event/festival	6 Other, specify _____	
A. 3	On which day were classes held for the last time?	/ / Day / Month		
A. 4	Was the head teacher present when you first visited?	1 Yes	2 No ▶ A5	
A. 5	What time did the head teacher arrive when you first visited?	1 Arrived before enumerator	2 Arrived after enumerator	Time: __: __
A. 6	Did you complete the interview on your first visit?	1 Yes ▶ B	2 No	
A. 7	Why did you not complete the interview?	1 Head teacher absent: school not cooperative	3 School closed / not holding classes	
		2 Head teacher absent: school records locked	4 Other, specify _____	
A. 8	Did you complete the interview on your second visit?	1 Yes ▶ B	2 No	
A. 9	Why did you not manage to complete the interview?	1 Head teacher absent: school not cooperative	3 School closed / not holding classes	
		2 Head teacher absent: school records locked	4 Other, specify _____	

COMPLETE SECTION B BASED ON YOUR OWN OBSERVATION. DO NOT USE SCHOOL RECORDS.

**B. DIRECT OBSERVATION**

**B. 1 Teacher headcount**

Walk around the school, identify each teacher and write down their name. Do not include non-teaching staff

Name of teacher	Gender 1 Male 2 Female	Shift 1 2	Name of teacher	Gender 1 Male 2 Female	Shift 1 2
1.			36.		
2.			37.		
3.			38.		
4.			39.		
5.			40.		
6.			41.		
7.			42.		
8.			43.		
9.			44.		
10.			45.		
11.			46.		
12.			47.		
13.			48.		
14.			49.		
15.			50.		
16.			51.		
17.			52.		
18.			53.		
19.			54.		
20.			55.		
21.			56.		
22.			57.		
23.			58.		
24.			59.		
25.			60.		
26.			61.		
27.			62.		
28.			63.		
29.			64.		
30.			65.		
31.			66.		
32.			67.		
33.			68.		
34.			69.		
35.			70.		

TOTAL NUMBER OF TEACHERS FOUND AT SCHOOL	SHIFT 1	SHIFT 2	TOTAL
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IF THERE ARE MORE TEACHERS THAN THE ABOVE NUMBER OF ROWS USE THE OVER-RUN SHEET PROVIDED

**B.2 Student headcount**

Go to each classroom and count the number of students

Subject	1 English	2 Mathematics
	3 Social studies	4 Basic science
	5 Hausa/Igbo/Yoruba	
	6 Other specify _____	
Owned by	1 School	2 Pupils
	3 Both	

**FIRST SHIFT**

	Arm / Stream Put circle for each arm in this room	Pupils									Textbooks			Teachers In class	Classroom Serial no	
		Male	Female	Total	8	10	11	12	13	14+	Subject	Number	Owned by			
NURSERY																
CLASS 1	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 2	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 3	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 4	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 5	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 6	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															

Does the school have a second shift?

Yes  No ▶ B3

**SECOND SHIFT**

Subject	1 English	2 Mathematics
	3 Social studies	4 Basic science
	5 Hausa/Igbo/Yoruba	
	6 Other specify _____	
Owned by	1 School	2 Pupils
	3 Both	

	Arm / Stream Put circle for each arm in this room	Pupils									Textbooks			Teachers In class	Classroom Serial no	
		Male	Female	Total	8	10	11	12	13	14+	Subject	Number	Owned by			
NURSERY																
CLASS 1	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 2	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 3	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 4	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 5	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															
CLASS 6	A B C D E F G H															
	A B C D E F G H															
	A B C D E F G H															



B. 3 Classroom conditions

<b>3.3 Present condition</b>	1 – Good ▶ 3.5	2 – Needs minor repairs ▶ 3.5	3 – Needs major repairs
	4 – Under construction ▶ Next classroom	5 – Unusable ▶ Next classroom	
<b>3.4 Reason for major repair</b>	1 – Floor	2 – Walls / structure	3 – Roof
	4 – Windows		
<b>3.7 Floor material</b>	1 – Mud/Earth	2 – Concrete	3 – Wood
	4 – Tile/Terrazzo		
<b>3.8 Wall material</b>	1 – Mud	2 – Cement/Concrete	3 – Wood/Bamboo
	4 – Burnt bricks	5 – Iron sheets	6 – Stone
			7 – No walls
<b>3.9 Roof material</b>	1 – Mud	2 – Cement/Concrete	3 – Wood/Bamboo
	4 – Ceramic tiles	5 – Iron sheets	6 – Asbestos
			7 – No roof
<b>3.10 Seating</b>	Are there enough seats for the children in this classroom?		
	1 – Yes	2 – No	
<b>3.11 Good blackboard</b>	Is the blackboard good enough for children to read from?		
	1 – Yes	2 – No	

No	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11
	Block	Year of construction	Present condition	Reason for major repair	Length in metres	Width in metres	Floor material	Wall material	Roof material	Seating	Good blackboard
	A	1976	1		7.0	5.5	3	3	3	1	1
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
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22											
23											
24											
25											
26											
27											
28											

IF THERE ARE MORE CLASSROOMS THAN THE ABOVE NUMBER OF ROWS USE THE OVER-RUN SHEET PROVIDED

<b>B. 4</b>	How many rooms other than classrooms are there in the school?	rooms
<b>B. 5</b>	Is any class held outside?	1 Yes 2 No ▶ C
<b>B. 6</b>	How many classes are held outside?	classes

COMPLETE SECTIONS C, D, E AND F IN THE HEAD TEACHER OFFICE USING SCHOOL RECORDS. DO NOT USE THE SCHOOL COPY OF THE 2009-2010 ANNUAL SCHOOL CENSUS.

C. SCHOOL CHARACTERISTICS

C. 1	Location	1 Urban 2 Rural
C. 2	Distance from LGA How many kilometres is the school away from LGA headquarters?	Kilometres
C. 3	Levels of education offered	1 Pre-primary and primary 2 Primary only
C. 4	Type of school Does your school fall into a special category?	1 No 2 Islamiyya Integrated 3 Nomadic 4 Other, specify _____
C. 5	Shared facilities Does the school share facilities / building with any other school?	1 Yes 2 No
C. 6	Multi-grade teaching Are two or more classes being taught in the same classroom?	1 Yes 2 No
C. 7	Students: Boarding How many students board at the school premises? Write 0 if none.	Students
C. 8	School Development Plan Did the school prepare a School Development Plan either in the 2008-09 or the 2009-10 school year?	1 No 2 Yes, no copy available 3 Yes, copy available
C. 9	School Based Management Committee (SBMC) Does the school have a School Based Management Committee, which has met at least once either in the 2008-09 or the 2009-10 school year?	1 No 2 Yes, no recent minutes available 3 Yes, minutes available from school year 2008-2009 4 Yes, minutes available from current school year 2009-2010
C. 10	Parent-Teacher Association (PTA) / Parents Forum (PF) Does the school have a Parent-Teacher Association / Parents Forum, which has met at least once either in the 2008-09 or the 2009-10 school year?	1 No 2 Yes, no minutes available 3 Yes, minutes available from school year 2008-2009 4 Yes, minutes available from current school year 2009-2010
C. 11	Is the admission register available?	1 Yes 2 No
	Is the admission register updated for 2009-10?	1 Yes 2 No
	Is the attendance register available?	1 Yes 2 No
	Is the attendance register up to date?	1 Yes 2 No
	Does the attendance register list the age of the pupils?	1 Yes 2 No

**D. ENROLMENT**

**D. 1 Pre-primary enrolment in the previous and current school year (2008/2009 and 2009/2010)**

School Year	Kindergarten			Nursery			School Year	Kindergarten			Nursery		
	Male	Female	Total	Male	Female	Total		2009-10	Male	Female	Total	Male	Female
2008-09							2009-10						

**D. 2 Primary enrolment in the previous and current school years (2008/2009 and 2009/2010)**

School year	PRY1			PRY2			PRY3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2008-2009									
2009-2010									

School year	PRY4			PRY5			PRY6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2008-2009									
2009-2010									

Total enrolment, PRY1 – PRY6, 2009-2010		
Male	Female	Total

Of which, how many pupils are older than 12 years old?

Male	Female	Total

**D. 3 Repeaters in the current school year (2009/2010)**

School year	PRY1		PRY2		PRY3		PRY4		PRY5		PRY6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2009-2010												

**E. FACILITIES**

**E. 1 Source of safe drinking water**  
Is there a source of water in the school that is safe to drink and in sufficient quantity to provide water every day for students? If there is more than one source, select only the primary source.

1 Yes, pipe water	4 Yes, other
2 Yes, borehole	specify _____
3 Yes, well	
	5 No

**E. 2 Toilets:** How many toilets does the school have which are in good enough condition to be used? Observe whether the toilets are used during the day to confirm. If there is no toilet in good enough condition, write zero. If the answer is zero ► E4

**E. 3 Toilet type** Count the number of toilets of each type. Make sure the total adds up to question E2.

	Used only by students			Used only by teachers			Used by students + teachers		
	Male only	Female only	Mixed	Male only	Female only	Mixed	Male only	Female only	Mixed
Pit									
Bucket system									
Water flush									

**E. 4** How many toilets does the school have which are not in good enough condition to be used?

**E. 5 Source of electric power** 1 Yes, PHCN/NEPA 2 Yes, other specify \_\_\_\_\_ 3 None

**E. 6 Health facility** 1 Yes, health clinic 2 Yes, first aid kit 3 None

**F. STAFF**

**NON-TEACHING STAFF**

F. 1 How many non-teaching staff are working at the school?

Male	Female	Total

**TEACHERS**

- F. 2 Is any teacher employed through the Federal Teachers Scheme?
- F. 3 How many teachers are employed through the Federal Teachers Scheme?
- F. 4 How many teachers are on the school payroll and work at the school?
- F. 5 Is any teacher on the school payroll but working elsewhere?
- F. 6 How many teachers are on the school payroll but working elsewhere?
- F. 7 Is any teacher working paid by the State government who is working at the school but is not on this school's payroll?
- F. 8 How many teachers are paid by the State government and are working at the school but are not on this school's payroll?
- F. 9 Is any teacher employed by the community / PTA?
- F. 10 How many teachers are employed by the community / PTA?
- F. 11 Is any teacher working without being paid, e.g. volunteer, NYSC?
- F. 12 How many teachers are employed without being paid, e.g. volunteer, NYSC?
- F. 13 How many teachers

1 Yes 2 No ► F4	
1 Yes 2 No ► F7	
1 Yes 2 No ► F9	
1 Yes 2 No ► F11	
1 Yes 2 No ► F13	

(I) are on the school payroll whether they work at the school or not (–F4+F6) and (II) work at the school but are not on the school payroll? (F3+F10+F12)

**CHECK THAT THIS NUMBER AGREES WITH THE TOTAL NUMBER OF TEACHERS LISTED IN THE MATRIX OF QUESTION F14.**

**CHECK THE TOTAL NUMBER OF TEACHERS WHO ARE PRESENT ACCORDING TO THE HEAD TEACHER [BY SHIFT] [–ALL TEACHERS WITH CODE 1 IN QUESTION F14.10] IS IT THE SAME AS THE TOTAL NUMBER OF TEACHERS YOU OBSERVED AT THE SCHOOL? [–THE SUM OF TEACHERS AT THE BOTTOM OF QUESTION B1] IF NOT PROBE THE HEAD TEACHER**

F. 14 Information on all teachers during the 2009/2010 school year

Enter information on all teachers who: (1) are on the school payroll, whether they work at the school or not; (2) work at the school but are not on the school payroll						
2. Gender	1 – Male	2 – Female				
3. Type of teacher	1 – Head teacher	2 – Assistant head teacher	3 – Teacher	4 – Pre-primary teacher		
8. Source of salary	1 – Federal Government - FTB /UBE ▶ 4.10	2 – State Government - On this school's payroll	3 – State Government - On another school's payroll	4 – Other, for example: community, PTA ▶ 4.10		
11. Present	1 – Present	2 – Temporarily absent	3 – Absent for more than 1 month – Maternity leave	4 – Absent for more than 1 month – Sick leave	5 – Absent for more than 1 month – Training	6 – Absent for more than 1 month – Seconded
			5 – Absent for more than 1 month – Unauthorised	6 – Absent for more than 1 month – Unauthorised	7 – Transferred (but still on school payroll)	
12. Highest level of education attained	1 – Below SBCE	2 – SBCE/WASC	3 – NCE	4 – OND / Diploma	5 – Degree / HND / Graduate	
13. Teaching qualification	1 – NCE	2 – PGDE	3 – B.Ed. or equivalent	4 – M.Ed. or equivalent	5 – Grade II or equivalent	6 – None
14. Subject of qualification	1 – English	2 – Mathematics	3 – Social studies	4 – Basic science	5 – Hausa/Igbo/Yoruba	6 – Other 7 – None
15. Training workshop	1 – Yes	2 – No				

No.	Name of teacher	Gender	Type of teacher	Sex	Year of birth	Source of salary	Year of first appointment	Year of present appointment	Grade level / Step	Year teacher started working in this school	Present	Highest level of education attained	Teaching qualification	Subject of qualification	Did teacher attend training workshop/ seminar in last 12 months
	Fred Abdul	1	1	1	1978	2	1998	2002	7 / 2	2005	1	4	3	1	1
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
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39															
40															
41															
42															
43															

IF THERE ARE MORE TEACHERS THAN THE ABOVE NUMBER OF ROWS USE THE OVER-RUN SHEET PROVIDED

## Annex B: Additional Tables

**Table B1 Source of water in the school**

Follow-up survey	Census						Total
	Piped water	Borehole	Well	Other	No water	Missing	
Piped	9	5	0	1	5	0	20
Borehole	7	45	4	3	16	1	76
Well	0	4	14	0	8	0	26
Other	0	0	0	3	5	0	8
No water	6	20	22	19	150	5	222
Missing	0	4	1	2	2	0	9
Total	22	78	41	28	186	6	361

**Table B2 Number of toilets in the school**

Follow-up survey	Census				Total
	0	1	2	3+	
0	198	0	4	19	221
1	4	1	1	0	6
2	7	1	8	11	27
3+	37	1	2	67	107
Total	246	3	15	97	361

**Table B3 Number of toilets per school**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
All	Follow-up survey	1.7	0.8	2.0	0.9	5.2
	School census	1.3	1.0	2.4	0.9	4.6
	Difference: follow up survey vs. census	0.4	-0.2	-0.4	0.0	0.6

**Table b4 Average number of male students enrolled**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Class 1	Follow-up survey	27.1	31.0	48.8	13.9	31.0
	School census	27.8	31.3	56.7	15.3	28.0
	Difference: follow up survey vs. census	-0.7	-0.3	-7.9	-1.4	3.0
Class 2	Follow-up survey	29.2	34.3	53.8	12.7	33.7
	School census	27.2	34.7	56.4	13.6	30.1
	Difference: follow up survey vs. census	2.0	-0.4	-2.6	-0.9	3.6
Class 3	Follow-up survey	26.6	24.8	48.5	13.8	36.8
	School census	24.0	27.1	51.3	14.1	33.9
	Difference: follow up survey vs. census	2.6	-2.3	-2.8	-0.3	2.9
Class 4	Follow-up survey	22.8	24.5	43.3	14.7	37.1
	School census	24.3	24.6	45.2	16.2	35.3
	Difference: follow up survey vs. census	-1.5	-0.1	-1.9	-1.5	1.8
Class 5	Follow-up survey	18.7	23.2	37.7	13.6	40.1
	School census	19.9	23.0	38.7	14.1	37.3
	Difference: follow up survey vs. census	-1.2	0.2	-1.0	-0.5	2.8
Class 6	Follow-up survey	17.6	20.2	33.5	13.1	37.0
	School census	19.0	19.6	30.1	12.2	42.9
	Difference: follow up survey vs. census	-1.4	0.6	3.4	0.9	-5.9
Total	Follow-up survey	142.0	158.1	265.6	81.8	215.6
	School census	142.1	160.3	278.4	85.6	207.5
	Difference: follow up survey vs. census	-0.1	-2.2	-12.8	-3.8	8.1

**Table B5 Average number of female students enrolled**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Class 1	Follow-up survey	22.2	26.5	39.3	12.6	30.5
	School census	19.6	26.1	42.4	12.8	27.6
	Difference: follow up survey vs. census	2.6	0.4	-3.1	-0.2	2.9
Class 2	Follow-up survey	18.9	27.6	37.8	11.2	33.2
	School census	17.6	26.5	37.9	12.3	30.5
	Difference: follow up survey vs. census	1.3	1.1	-0.1	-1.1	2.7
Class 3	Follow-up survey	19.6	23.0	39.4	12.7	39.3
	School census	20.4	24.4	40.7	14.2	35.5
	Difference: follow up survey vs. census	-0.8	-1.4	-1.3	-1.5	3.8
Class 4	Follow-up survey	16.8	21.6	34.5	12.2	41.4
	School census	18.3	22.2	36.1	13.3	38.5
	Difference: follow up survey vs. census	-1.5	-0.6	-1.6	-1.1	2.9
Class 5	Follow-up survey	13.5	19.5	30.5	11.9	41.4
	School census	15.5	22.1	30.4	13.3	38.2
	Difference: follow up survey vs. census	-2.0	-2.6	0.1	-1.4	3.2
Class 6	Follow-up survey	13.6	16.5	28.3	10.9	39.3
	School census	13.7	16.3	24.6	12.3	37.9
	Difference: follow up survey vs. census	-0.1	0.2	3.7	-1.4	1.4
Total	Follow-up survey	104.5	134.7	209.8	71.5	225.2
	School census	105.1	137.6	212.0	78.1	208.1
	Difference: follow up survey vs. census	-0.6	-2.9	-2.2	-6.6	17.1

**Table B6 Average number of teachers per school by source of salary**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
FTS	Follow-up survey	0.1	0.4	0.1	0.9	0.2
	School census	0.1	1.8	1.9	0.5	0.3
	Difference: follow up survey vs census	0.0	-1.4	-1.8	0.4	-0.1
State	Follow-up survey	6.8	8.2	7.4	13.4	15.2
This school's payroll	School census	7.0	7.5	6.4	12.1	11.7
	Difference: follow up survey vs census	-0.2	0.7	1.0	1.3	3.5
State	Follow-up survey	1.1	1.5	0.8	1.1	0.0
Other school's payroll	School census	0.6	1.7	1.0	1.4	2.6
	Difference: follow up survey vs census	0.5	-0.2	-0.2	-0.3	-2.6
Community / PTA	Follow-up survey	0.1	0.1	1.5	0.1	0.0
	School census	0.0	0.0	0.8	0.0	0.0
	Difference: follow up survey vs census	0.1	0.1	0.7	0.1	0.0
No salary / volunteer	Follow-up survey	0.3	0.1	0.2	0.0	0.0
	School census	0.1	0.0	0.1	0.0	0.0
	Difference: follow up survey vs census	0.2	0.1	0.1	0.0	0.0

**Table B7 Average number of teachers per school according to whether they were present**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Present	Follow-up survey	6.0	7.6	8.4	10.6	13.5
Temporarily absent	Follow-up survey	1.7	1.2	0.9	2.0	1.7
Present or temporarily absent	School census	7.1	10.4	9.0	12.7	14.6
	Difference: follow up survey vs census	0.6	-1.6	0.3	-0.1	0.6
Long-term absent	Follow-up survey	0.1	0.3	0.1	0.3	0.1
Maternity leave	School census	0.1	0.1	0.4	0.1	0.0
	Difference: follow up survey vs census	0.0	0.2	-0.3	0.2	0.1
Long-term absent	Follow-up survey	0.1	0.1	0.0	0.2	0.0
Sick leave	School census	0.2	0.1	0.1	0.1	0.0
	Difference: follow up survey vs census	-0.1	0.0	-0.1	0.1	0.0
Long-term absent	Follow-up survey	0.2	0.4	0.2	0.5	0.0
Training	School census	0.1	0.3	0.3	0.1	0.0
	Difference: follow up survey vs census	0.1	0.1	-0.1	0.4	0.0
Long-term absent	Follow-up survey	0.5	0.6	0.3	1.8	0.0
Other	School census	0.1	0.0	0.1	0.8	0.0
	Difference: follow up survey vs census	0.4	0.6	0.2	1.0	0.0

**Table B8 Distribution of teachers per school by teaching qualification**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
None	Follow-up survey	12	22	47	12	1
	School census	21	8	28	7	1
	Difference: follow up survey vs census	-9	14	19	5	1
Grade II	Follow-up survey	48	23	21	8	4
	School census	49	30	34	9	4
	Difference: follow up survey vs census	-1	-7	-13	0	0
No qualification	Follow-up survey	60	45	68	20	5
	School census	70	38	62	16	5
	Difference: follow up survey vs census	-10	7	6	4	0
NCE	Follow-up survey	33	51	28	65	59
	School census	24	56	33	66	61
	Difference: follow up survey vs census	9	-5	-5	-1	-1
PGDE	Follow-up survey	2	0	0	0	1
	School census	1	1	0	1	0
	Difference: follow up survey vs census	1	-1	0	-1	1
B.Ed. or M.Ed.	Follow-up survey	4	3	5	15	34
	School census	3	5	6	18	35
	Difference: follow up survey vs census	1	-2	-1	-3	-1

**Table B9 Average number of non-teaching staff per school**

		State				
		Jigawa	Kaduna	Kano	Kwara	Lagos
Total	Follow-up survey	1.4	0.5	1.4	1.1	11.2
	School census	1.4	0.6	1.1	1.2	11.2
	Difference: follow up survey vs census	0.0	-0.1	0.3	-0.1	0.0



## Annex C: Team Members

SANI ALI GAR	MANAGER	ABUJA
INUWA B. JALINGO	ASSISTANT MANAGER	ABUJA
UNOGU S. M. O.	FIELD MANAGER, KWARA	ABUJA
OLOGUN OLUSEGUN RAPHAEL	FIELD MANAGER, LAGOS	ABUJA
MATTHEW T. S.	FIELD MANAGER, KANO	ABUJA
OLANIPEKUN EVELYN ARINOLA	FIELD MANAGER, JIGAWA	ABUJA
BINTU AKILU	FIELD MANAGER, KADUNA	ABUJA
MOHAMMED ABDULLAHI	SUPERVISOR	JIGAWA
UMAR MAHMUD JINGINO	SUPERVISOR	JIGAWA
KABIRU ABDULAZIZ	ENUMERATOR	JIGAWA
MOHAMMED MUSA	ENUMERATOR	JIGAWA
AISHA A. BELLO	ENUMERATOR	JIGAWA
IBRAHIM UBANI	ENUMERATOR	JIGAWA
CLEMENT L. ATUNG	SUPERVISOR	KADUNA
GERALD D. AKPAN	SUPERVISOR	KADUNA
YAHAYA BADARA J.	ENUMERATOR	KADUNA
RICHARD SWANTA	ENUMERATOR	KADUNA
AMINA G. BULUS	ENUMERATOR	KADUNA
BELLO D. GARBA	ENUMERATOR	KADUNA
ADESIDA JANET BOLA	SUPERVISOR	LAGOS
EJKO JOSEPH SEGUN	SUPERVISOR	LAGOS
BALOGUN HENRY OLUBUNMI	ENUMERATOR	LAGOS
UWADIA JOY	ENUMERATOR	LAGOS
IPADEOLA ADEGBOYEGA	ENUMERATOR	LAGOS
ODUYEMI WAIDI ADEMOLA	ENUMERATOR	LAGOS
ADEBAYO MURTALA MOHAMMED	SUPERVISOR	KWARA
ODEWUYI O. DAVID	SUPERVISOR	KWARA
AWOTUYE EUNICE OMOLOLA	ENUMERATOR	KWARA
ZULU SULE	ENUMERATOR	KWARA
IBIKUNLE OLUBUNMI	ENUMERATOR	KWARA
ATANDA S. KOLAPO	ENUMERATOR	KWARA
NASIRU B. UNGOGO	SUPERVISOR	KANO
ZAINAB ABU MOHAMMED	SUPERVISOR	KANO
NASIRU HALLIRU	ENUMERATOR	KANO
BELLO TUKUR GWARZO	ENUMERATOR	KANO
LAMI BALA	ENUMERATOR	KANO
AMINA ABDULLAHI	ENUMERATOR	KANO
JOANNA HARMA	ESSPIN EMIS STATE SPECIALIST	KWARA, LAGOS
DOMENEC DEVESA	ESSPIN EMIS STATE SPECIALIST	JIGAWA, KADUNA, KANO
ALLAN FINDLAY	ESSPIN EMIS TASK LEADER	ABUJA
MANOS ANTONINIS	ESSPIN M&E TASK LEADER	ABUJA