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Community Survey Report

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- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
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- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

Contents

| | |
|---|-----|
| Report Distribution and Revision Sheet..... | ii |
| Disclaimer | iii |
| Note on Documentary Series..... | iii |
| Acronyms and Abbreviations..... | v |
| Abstract..... | 1 |
| Executive summary..... | 1 |
| Introduction | 2 |
| Methodology | 4 |
| Instruments..... | 4 |
| Sample | 4 |
| Survey | 7 |
| Findings | 7 |
| A. Community support to schools | 7 |
| B. Civil society organisations..... | 14 |
| C. Perceptions of basic education service quality | 16 |
| D. Communications..... | 18 |
| Conclusions | 24 |
| Annex A: Instruments | 26 |
| Annex B: Selected issues..... | 31 |
| Annex C: Team members..... | 37 |

Acronyms and Abbreviations

| | |
|---------|---|
| AIT | African Independent Television |
| ASC | Annual School Census |
| BBC | British Broadcasting Corporation |
| CBO | Community Based Organisation |
| CSACEFA | Civil Society Action Coalition on Education for All |
| CSO | Civil Society Organisation |
| CTV | Channels Television |
| EMIS | Education Management Information System |
| ESSPIN | Education Sector Support programme in Nigeria |
| ETF | Education Trust Fund |
| FRCN | Federal Radio Corporation of Nigeria |
| M&E | Monitoring and Evaluation |
| LGEA | Local Government Education Authority |
| NTA | Nigerian Television Authority |
| PTA | Parents, Teachers Association |
| SBMC | School-Based Management Committee |
| SDP | School Development Plan |
| SESP | State Education Sector Project |
| SMOE | State Ministry of Education |
| SUBEB | State Universal Basic Education Board |
| UBE-IF | Universal Basic Education – Intervention Fund |
| VOA | Voice of America |

Abstract

1. The report presents the results of the first round of a survey of 330 public primary schools in five ESSPIN states. Its main aim was to look into the quality of the relationship that schools have with the community and civil society or community-based organisations.

Executive summary

2. ESSPIN organised a school survey on a representative sample of 330 public primary schools to inform its approach to increasing community involvement in school management. The survey aimed to assess four issues: support to schools, role of civil society organisations, perceptions of education service quality and communication channels.
3. In terms of the level of support offered to schools, the survey found that one in two schools receive government support, mainly in the form of teaching-learning materials. Non-government and community organisations, among them particularly the PTA, also support schools, mainly in Kwara and Kano (but far less so in Jigawa and Lagos). The SBMC is still a nascent institution in four states (and barely introduced in Lagos): as of April 2010, in only one out of three schools in Jigawa, Kaduna or Kano had the SBMC met at least twice in the school year although the proportion rises above 50% in the states and LGEAs where SESP has been active offering training. In Kano, not only are SBMC meetings less common; they are also less well attended. Only 1% of parents in Kano had attended an SBMC meeting during the 2009-10 school year compared to 10% in the other states. Respondents gave a positive assessment of the role of the SBMC, especially in terms of community mobilisation. However, there is still some uncertainty on the relative roles of the SBMC and the PTA.
4. The survey found that very few schools in Kano, Kwara and Lagos believed that the prior contribution of CSOs in supporting communities for education was positive; in Jigawa and Kaduna there were more positive assessments but were related to a specific organisation.
5. Contrary to expectations, views on the quality of the education service were positive and criticisms did not focus on the quality of teaching and learning. However, stakeholders voiced concerns on the role of local government chairmen and local education committees.
6. School stakeholders receive information in general, and on education issues in particular, in different ways across states: this will be taken into account in planning ESSPIN activities.
7. A second round of the survey in 2012-13 will be used to monitor progress from the implementation of ESSPIN SBMC, CSO and communication activities.

Introduction

8. The Education Sector Support Programme in Nigeria (ESSPIN) aims to build the capacity of communities and civil society organisations to support schools, articulate demand for inclusive basic education services of good quality, and strengthen accountability.
9. In particular, it aims to increase the involvement of communities in school affairs notably through the school-based management committee (SBMC). This is in line with the national policy guidelines document on the establishment of SBMCs, which the Joint Consultative Committee on Education adopted in 2007 in order to increase community interest in schools and provide:
 - a mechanism for more effective school-level management
 - a legal framework for involving all school stakeholders in planning and M&E
 - a way for communities to hold school managers accountable
 - a platform for the community and schools to pool resources together, among others through school development plans that would be updated on an annual basis
10. ESSPIN commissioned a research study in 2008¹, which studied community involvement in ten schools, in order to assess how well the official SBMC policy was being understood and implemented. Among the key lessons of the study were that “there is an incredibly rich array of organisations, focused around different ethnic or religious groups, occupations or interests, or the traditional rulers. In many cases these organisations have education committees and a long track record of working to support education” (§3.2) which have been “successfully carrying out the functions of SBMCs for many years” (§7.3.2). Even where a SBMC existed, “the link between parents and wider community members and the SBMC is extremely weak if not altogether absent” (§3.3).
11. To the extent that various non-government organisations and individuals were already supporting many schools, the question was whether the SBMC was perceived as an instrument of government or as a representative and democratic institution that reflected the interests of parents and the community. Do SBMCs have a distinct role or were their functions blurred with those of pre-existing Parent-Teacher Associations (PTAs) or community-based organisations (CBOs)? Do SBMCs exist on paper only or have they become an integrated part of the school management structure?
12. In order to be able to evaluate the effect of the relevant ESSPIN activities, it is necessary to understand community support based on a representative sample of schools. This created the need for a survey that would compare the extent of community involvement before and after ESSPIN interventions.

¹ Helen Poulsen, School-Based Management Committees in Policy and Practice, Volume 1, Research Synthesis Report, Report Number ESSPIN 404, July 2009

13. The first round of the survey aimed to answer two main questions:

- (i) What is the level of support provided to the school by the *community*, what type of support is being provided and which institutions (SBMCs, PTAs or other community-based organisations) channel this support?
- (ii) How strong is the presence of education-focused *civil society organisations* in the community?

14. The second round of the survey (2012-2013) will follow up on the above issues and will monitor the effectiveness and sustainability of ESSPIN interventions:

- whether school development *plans* increased community involvement and demand for quality education
- whether school development *grants* complemented or displaced resources already at the disposal of schools

15. The community survey was also used to collect information on two other questions:

- (iii) What are the individual *perceptions* of the quality of basic education and support systems (to the extent that such perceptions are clearly articulated)?
- (iv) What are the channels of *information* on education so that ESSPIN communication activities can be targeted accordingly?

16. The report consists of the following parts:

- Outline of the methodology
- Presentation of the results
- Main conclusions and recommendations
- Annexes which, among other, cover selected background issues of interest (head teacher profiles, school characteristics, school fees and household wealth)

Methodology

Instruments

17. The community survey needed to collect information of a largely qualitative nature but – because of the need to get results from a representative and therefore relatively large number of schools – it could not afford to use extensively qualitative survey tools. Instead it was largely limited to structured interviews with two types of individuals:

- *school stakeholders who hold formal positions*: head teacher, chair of SBMC, female member of SBMC, chair of PTA and chair of a community-based organisation active in education; the head teacher instrument is attached for reference in Annex A
- a random sample of *parents / guardians* of children enrolled in Class 2 in the sampled schools: enumerators were asked to sample four children who were present and two children who were absent; the parent instrument is attached for reference in Annex A

18. The table below summarises the issues addressed by type of respondent:

Table 1 Questions by type of respondent

| Type of respondent | Individual characteristics | Level / type of government support to school | Level / type of non-government support to school | SBMC / PTA | CBO / CSO | Opinions on service quality | Communications |
|---------------------|----------------------------|--|--|------------|-----------|-----------------------------|----------------|
| Head teacher | X | X | X | X | X | | X |
| Chair of SBMC | X | X | X | X | X | X | X |
| Member of SBMC | X | | | X | X | X | X |
| Chair of PTA | X | X | X | X | X | X | X |
| Chair of CBO | X | | | X | X | X | |
| Parents / guardians | X | | | X | X | X | X |

19. In addition, two other instruments were administered:

- An instrument was used to support the selection of Class 2 children but also to collect information about the classroom and teacher of the selected children
- A focus group discussion with Class 5 and Class 6 children was held in those schools where there was an SBMC. The results of this are not captured in this report.

Sample

20. A representative sample of 330 public primary schools was drawn randomly from the school lists in five states (Jigawa, Kaduna, Kano, Kwara and Lagos).

21. There were three strata: ESSPIN target LGEAs, SESP target LGEAs and other LGEAs. This is because ESSPIN is interested in:

- the baseline conditions in ESSPIN LGEAs where the bulk of the programme's community-related support will be directed – and against which any achievements will be evaluated; and
- the current conditions in SESP target LGEAs, which have received substantial community-related support in recent years

Table 2 Analysis of sample

A. Number of schools sampled by state and stratum

| Stratum | State | | | | | Total |
|---------|--------|--------|------|-------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos | |
| ESSPIN | 30 | 30 | 30 | | | 90 |
| SESP | | 30 | 30 | 30 | | 90 |
| Other | 30 | 30 | 30 | 30 | 30 | 150 |
| Total | 60 | 90 | 90 | 60 | 30 | 330 |

B. Total number of schools by state and stratum

| Stratum | State | | | | | Total |
|---------|--------|--------|------|-------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos | |
| ESSPIN | 628 | 1025 | 299 | | | 1952 |
| SESP | | 1133 | 953 | 528 | | 2614 |
| Other | 1168 | 1789 | 3516 | 920 | 986 | 8379 |
| Total | 1796 | 3947 | 4768 | 1448 | 986 | 12945 |

22. For the following reasons, the number of schools with usable observations was lower, as shown in Table 3:

- About two thirds of schools did not have an SBMC.
- In about 20% of schools with an SBMC (but notably in Jigawa and Kano) there was no female member available to be interviewed.
- The majority of schools could not identify a community-based organisation that was active in education.
- Parents of sampled children were not available for an interview.

Table 3 Response**A. In absolute terms**

| | Head teacher | SBMC Chair | SBMC female | Focus groups | PTA Chair | CBO Chair | Class 2 | Parents |
|--------|--------------|------------|-------------|--------------|-----------|-----------|---------|---------|
| Jigawa | 57 | 44 | 28 | 56 | 51 | 18 | 50 | 277 |
| Kaduna | 89 | 49 | 45 | 62 | 86 | 13 | 89 | 483 |
| Kano | 89 | 61 | 41 | 64 | 81 | 38 | 88 | 470 |
| Kwara | 58 | 51 | 41 | 54 | 56 | 8 | 58 | 253 |
| Lagos | 30 | 3 | 2 | 3 | 23 | 0 | 29 | 150 |
| Total | 323 | 208 | 157 | 239 | 297 | 77 | 314 | 1633 |
| Target | 330 | (330) | (330) | (330) | 330 | (330) | 330 | (1980) |

Note: The target number of 1,980 households in the parent questionnaire would have been possible only if there were 4 present and 2 absent children from each school but either because there were no absentees to sample from or for other reasons, only 1,797 children were sampled during the listing exercise.

B. In relative terms

| | Head teacher | SBMC Chair | SBMC female | Focus groups | PTA Chair | CBO Chair | Class 2 | Parents |
|--------|--------------|------------|-------------|--------------|-----------|-----------|---------|---------|
| Jigawa | 95% | 73% | 47% | 93% | 85% | 30% | 83% | 77% |
| Kaduna | 99% | 54% | 50% | 69% | 96% | 14% | 99% | 89% |
| Kano | 99% | 68% | 46% | 71% | 90% | 42% | 98% | 87% |
| Kwara | 97% | 85% | 68% | 90% | 93% | 13% | 97% | 70% |
| Lagos | 100% | 10% | 7% | 10% | 77% | 0% | 97% | 83% |
| Total | 98% | 63% | 48% | 72% | 90% | 23% | 95% | 82% |

C. In the case of the parent questionnaire, by reason

| | State | | | | | Total |
|-------------------------------------|--------|--------|------|-------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos | |
| Dwelling not found | 1 | 0 | 0 | 3 | 3 | 7 |
| Household moved | 11 | 4 | 5 | 15 | 3 | 38 |
| Child enrolled in other school | 3 | 1 | 2 | 0 | 3 | 9 |
| No competent respondent available | 18 | 9 | 27 | 20 | 13 | 87 |
| Household refused to be interviewed | 6 | 1 | 5 | 0 | 1 | 13 |
| Other | 3 | 0 | 6 | 1 | 0 | 10 |
| Total | 42 | 15 | 45 | 39 | 23 | 164 |

23. Table 3C shows the reasons for non-response in the case of the parent questionnaire. In more than 50% of the cases, there was no competent respondent available at the time of the visit. There were 47 cases where the child was no longer a student of the school (either because the household had moved or because the child had enrolled in a different school).

Survey

24. The survey was carried out by CSACEFA. The core team was trained in February 2010 and the instruments were piloted. Enumerators were then trained over a period of one week in March 2010, which included a two-day field practice that led to the finalisation of the questionnaire and the survey manual. The fieldwork was conducted in a period of five weeks (March-April 2010). Schools and (state and local) government officials were informed in advance of the visit to ensure that key stakeholders would be available for an interview. Each state team had:

- one *field manager* who organised the fieldwork and checked the quality of the work done by the enumerators
- teams of two *enumerators* who surveyed the sampled schools working on their own except in the case of large schools; each team covered about 10 schools

Findings

25. This section reports results in the main areas of focus. Other topics are covered in Annex B.

A. Community support to schools

26. **Financial and material support to schools.** The survey asked questions on the financial and material contributions made to sampled schools over the previous two years. Results are presented in the following tables for the support received during the school year 2009-10.

27. Table 4A shows the proportion of schools that received government support by source (the classification by source may not be accurate if schools mixed up the source of support). On average, one in five schools received support from their LGEA and one in four schools received support from their SUBEB. However, the support varies between states. For example, support from LGEAs is high in Lagos and low in Kano, while support from SUBEB is high in Kwara and low in Jigawa and Kaduna.

28. Table 4B shows the proportion of schools that received support from non-government bodies by source. On average, one in three schools received support from their PTA and one in seven schools received support from their SBMC or a community leader. However, the support varies between states. For example, support from SBMCs and PTAs was high in Kwara compared to Jigawa (in the case of PTA) and Kano (in the case of SBMC but that was partly substituted by support from local politicians, businessmen and community-based organisations).

29. Table 4C shows that a third of schools in Kaduna and Kano and almost half of primary schools in Jigawa did not receive any support, whether from government or from non-government sources. By contrast, two thirds of schools in Lagos and four fifths of schools in

Kwara received some support from government sources. In Kwara, only 7% of schools did not receive some kind of support.

30. Table 5A shows the type of support provided (multiple responses were allowed) for the three main government sources. The support is overwhelmingly related to the supply of teaching-learning materials.

31. Table 5B shows the type of support provided (multiple responses were allowed) for the three main non-government sources. The categories were broader compared to the government sources and included cash for scholarships / bursaries and salaries. However, only the provision of cash for other recurrent costs (such as school festivals) was different from zero.

Table 4A Proportion of schools which received government support in 2009-10 (%)

| Source | Jigawa | Kaduna | Kano | Kwara | Lagos | Total |
|--------------------------------|--------|--------|------|-------|-------|-------|
| UBE Intervention Fund (UBE-IF) | 8 | 12 | 9 | 25 | 7 | 11 |
| UBEC Self-Help project | 4 | 1 | 0 | 12 | 0 | 2 |
| Education Tax Fund (ETF) | 2 | 0 | 1 | 3 | 1 | 1 |
| LGEA | 23 | 24 | 16 | 29 | 37 | 20 |
| SUBEB | 17 | 18 | 31 | 70 | 30 | 27 |
| Ministry of Education | 7 | 7 | 2 | 7 | 17 | 5 |
| SESP | 0 | 0 | 5 | 23 | 0 | 4 |

Table 4B Proportion of schools which received non-government support in 2009-10 (%)

| Source | Jigawa | Kaduna | Kano | Kwara | Lagos | Total |
|-----------------------|--------|--------|------|-------|-------|-------|
| SBMC | 17 | 18 | 7 | 43 | 0 | 15 |
| PTA | 12 | 36 | 34 | 57 | 20 | 32 |
| Local leader | 4 | 11 | 16 | 18 | 0 | 12 |
| Local MP / Politician | 0 | 2 | 12 | 10 | 0 | 6 |
| Local businessman | 4 | 3 | 10 | 2 | 0 | 5 |
| CBO / CSO | 2 | 3 | 10 | 4 | 0 | 5 |

Table 4C Proportion of schools which received government and/or non-government support (%)

| Government | Non-government | Jigawa | Kaduna | Kano | Kwara | Lagos | Total |
|------------|----------------|--------|--------|------|-------|-------|-------|
| Yes | Yes | 19 | 25 | 31 | 58 | 17 | 29 |
| Yes | No | 25 | 19 | 17 | 20 | 50 | 22 |
| No | Yes | 10 | 21 | 19 | 15 | 10 | 17 |
| No | No | 46 | 36 | 33 | 7 | 23 | 32 |

Table 5A Proportion of schools which received government support by source and type (%)

| Source | | Jigawa | Kaduna | Kano | Kwara | Lagos | Total |
|--------|-----------------------------|--------|--------|------|-------|-------|-------|
| UBE-IF | Construction | 0 | 2 | 0 | 2 | 0 | 1 |
| | Repairs | 0 | 0 | 0 | 0 | 0 | 0 |
| | Furniture | 0 | 0 | 0 | 2 | 0 | 0 |
| | Equipment | 0 | 0 | 0 | 0 | 0 | 0 |
| | Teaching-learning materials | 6 | 10 | 9 | 16 | 7 | 10 |
| LGEA | Construction | 2 | 1 | 0 | 4 | 3 | 1 |
| | Repairs | 0 | 2 | 4 | 4 | 10 | 3 |
| | Furniture | 0 | 2 | 0 | 6 | 7 | 2 |
| | Equipment | 4 | 0 | 0 | 0 | 7 | 1 |
| | Teaching-learning materials | 17 | 19 | 12 | 14 | 3 | 14 |
| SUBEB | Construction | 1 | 0 | 0 | 8 | 0 | 1 |
| | Repairs | 4 | 0 | 2 | 6 | 0 | 2 |
| | Furniture | 1 | 1 | 0 | 2 | 10 | 1 |
| | Equipment | 2 | 0 | 1 | 0 | 0 | 1 |
| | Teaching-learning materials | 8 | 15 | 27 | 52 | 17 | 23 |

Table 5B Proportion of schools which received non-government support by source and type (%)

| Source | | Jigawa | Kaduna | Kano | Kwara | Lagos | Total |
|--------------|-----------------------------|--------|--------|------|-------|-------|-------|
| SBMC | Construction | 5 | 1 | 0 | 5 | 0 | 2 |
| | Repairs | 6 | 4 | 1 | 17 | 0 | 4 |
| | Furniture | 1 | 2 | 1 | 9 | 0 | 2 |
| | Equipment | 0 | 2 | 0 | 1 | 0 | 1 |
| | Teaching-learning materials | 1 | 7 | 1 | 3 | 0 | 3 |
| | Cash for recurrent costs | 0 | 2 | 1 | 4 | 0 | 1 |
| PTA | Construction | 2 | 2 | 6 | 7 | 0 | 4 |
| | Repairs | 4 | 16 | 12 | 16 | 7 | 12 |
| | Furniture | 1 | 1 | 3 | 13 | 0 | 3 |
| | Equipment | 0 | 2 | 0 | 1 | 7 | 1 |
| | Teaching-learning materials | 2 | 7 | 6 | 5 | 3 | 5 |
| | Cash for recurrent costs | 0 | 2 | 0 | 10 | 3 | 2 |
| Local leader | Construction | 1 | 1 | 0 | 3 | 0 | 1 |
| | Repairs | 0 | 0 | 0 | 3 | 0 | 0 |
| | Furniture | 0 | 0 | 0 | 2 | 0 | 0 |
| | Equipment | 0 | 0 | 0 | 2 | 0 | 0 |
| | Teaching-learning materials | 0 | 5 | 0 | 0 | 0 | 2 |
| | Cash for recurrent costs | 1 | 0 | 4 | 0 | 0 | 2 |

32. Functionality of SBMC. The survey asked head teachers basic questions regarding: the existence of an SBMC; the frequency, attendance and focus of its meetings; the main contributions of the SBMC; and the support received in terms of training and materials:

- While the majority of head teachers claimed that their school had established an SBMC (Table 6A), in less than half of those schools had the SBMC met at least twice between September and March/April (Table 6B). The state with the highest proportion of active SBMCs is Kwara (53%), while only 25-30% of primary schools in Jigawa, Kano and Kaduna had an SBMC. Lagos has until recently operated a different model of community support. In Kaduna, Kano and Kwara, the proportion of schools with active SBMCs is significantly higher in SESP LGEAs compared to the rest of the state.
- Only a small number of people attend SBMC meetings and there are notable differences in the incidence of good attendance (defined as 15 or more people being present) (Table 6C): while SBMC meetings were well attended in 40% of schools in Kaduna, the corresponding proportion was only 8% in Kano.
- There is low access to guidelines (Table 6D) and training (Table 6E). Less than one in five head teachers in Kaduna and Kano had seen the SBMC guidelines. With the exception of Kwara, less than one in six schools had received training from SUBEB on the operation of the SBMC. As mentioned above, schools have been significantly more exposed to the SBMC in LGEAs where SESP has been active.

Table 6A Proportion of schools with SBMC according to head teacher (%)

| According to the head teacher | State | | | | |
|-------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ESSPIN LGEAs | 83 | 69 | 79 | | |
| SESP LGEAs | | 77 | 80 | 93 | |
| Other LGEAs | 70 | 80 | 57 | 87 | 10 |
| Total | 75 | 76 | 63 | 89 | 10 |

Table 6B Proportion of schools with SBMC that met at least twice according to head teacher (%)

| According to the head teacher | State | | | | |
|-------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ESSPIN LGEAs | 37 | 28 | 31 | | |
| SESP LGEAs | | 50 | 53 | 81 | |
| Other LGEAs | 22 | 20 | 17 | 39 | 0 |
| Total | 28 | 31 | 25 | 53 | 0 |

Table 6C Proportion of schools where at least 15 people were present in last SBMC meeting (%)

| According to the head teacher | State | | | | |
|-------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ESSPIN LGEAs | 33 | 52 | 10 | | |
| SESP LGEAs | | 23 | 23 | 56 | |
| Other LGEAs | 37 | 43 | 3 | 19 | 0 |
| Total | 36 | 40 | 8 | 31 | 0 |

Table 6D Proportion of schools where head teacher had seen SBMC guidelines (%)

| According to the head teacher | State | | | | |
|-------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ESSPIN LGEAs | 27 | 21 | 34 | | |
| SESP LGEAs | | 30 | 47 | 56 | |
| Other LGEAs | 33 | 7 | 10 | 32 | 7 |
| Total | 31 | 17 | 19 | 40 | 7 |

Table 6E Proportion of schools which received government / NGO training for SBMCs (%)

| According to the head teacher | State | | | | | | | |
|-------------------------------|--------|-----|--------|-----|------|-----|-------|-----|
| | Jigawa | | Kaduna | | Kano | | Kwara | |
| | Govt | NGO | Govt | NGO | Govt | NGO | Govt | NGO |
| ESSPIN LGEAs | 13 | 7 | 7 | 3 | 10 | 0 | | |
| SESP LGEAs | | | 23 | 3 | 30 | 13 | 60 | 30 |
| Other LGEAs | 7 | 4 | 7 | 3 | 13 | 7 | 23 | 0 |
| Total | 10 | 5 | 12 | 3 | 16 | 8 | 35 | 10 |

33. Note that the above findings refer to the responses of head teachers:

- Not surprisingly, the responses of the PTA chairs differed from those of the head teachers in the question whether an SBMC existed but, interestingly, not in the case of the proportion of schools where the SBMC had met at least twice in the year. This is good evidence that head teachers provided reliable responses.
- Parental responses provide a different angle. While they appear less aware of the existence of SBMCs, their responses do confirm that the SBMC appears to have deeper roots in Jigawa, Kaduna and Kwara compared to Kano, where only one percent of parents responded that they (or a member of the household) had attended an SBMC meeting this year.

Table 7 Parent exposure to the SBMC

| According to the parent / guardian: | State | | | | |
|---|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ... the school has an SBMC | 27 | 37 | 9 | 19 | 0 |
| ... the SBMC meets | 25 | 30 | 6 | 15 | 0 |
| ... they were invited to an SBMC meeting | 21 | 25 | 3 | 14 | 0 |
| ... they attended an SBMC meeting | 20 | 23 | 3 | 13 | 0 |
| ... they attended an SBMC meeting this year | 14 | 9 | 1 | 10 | 0 |

34. **SBMC membership.** The survey asked the SBMC chair to provide information on the membership of the committee:

- The average SBMC has 12 members (Table 8A).

- The proportion of female SBMC members varies from 12% in Jigawa to 32% in Kwara (Table 8B).
- Different groups are almost equally represented across states. Among the notable exceptions is the relatively higher representation of traditional council members in Jigawa and Kano (Table 8C).
- There is a significant difference in the proportion of SBMC members who are elected (rather than appointed) in the SESP target LGEAs in Kaduna and Kano (but not Kwara) (Table 8D).

Table 8A Average number of SBMC members

| | State | | | |
|--------------|--------|--------|------|-------|
| | Jigawa | Kaduna | Kano | Kwara |
| ESSPIN LGEAs | 10 | 15 | 12 | |
| SESP LGEAs | | 13 | 14 | 15 |
| Other LGEAs | 9 | 12 | 11 | 10 |
| Total | 9 | 13 | 12 | 12 |

Table 8B Proportion of SBMC members who are female (%)

| | State | | | |
|--------------|--------|--------|------|-------|
| | Jigawa | Kaduna | Kano | Kwara |
| ESSPIN LGEAs | 9 | 30 | 22 | |
| SESP LGEAs | | 22 | 17 | 33 |
| Other LGEAs | 14 | 24 | 22 | 33 |
| Total | 12 | 25 | 20 | 32 |

Table 8C Proportion of SBMC members by group they represent (%)

| | State | | | |
|------------------------------------|--------|--------|------|-------|
| | Jigawa | Kaduna | Kano | Kwara |
| Traditional council | 13 | 8 | 14 | 8 |
| Community development organisation | 20 | 18 | 13 | 17 |
| Head teacher / teachers | 10 | 15 | 14 | 13 |
| Students | 3 | 6 | 8 | 8 |
| Women's organisation | 6 | 7 | 6 | 6 |
| Faith-based organization | 4 | 6 | 7 | 8 |
| Old pupils' association | 6 | 5 | 12 | 8 |
| Artisans/professionals | 4 | 6 | 6 | 7 |
| PTA | 7 | 8 | 8 | 8 |
| Youth group | 5 | 3 | 3 | 7 |
| Civil society organisations | 4 | 2 | 2 | 3 |

Table 8D Proportion of SBMC members who are directly elected (%)

| | State | | | |
|--------------|--------|--------|------|-------|
| | Jigawa | Kaduna | Kano | Kwara |
| ESSPIN LGEAs | 3 | 18 | 5 | |
| SESP LGEAs | | 45 | 25 | 21 |
| Other LGEAs | 11 | 4 | 14 | 25 |
| Total | 7 | 17 | 16 | 23 |

35. Effectiveness of SBMC. The survey identified three main areas of focus for an SBMC (finance, management and community mobilisation) and tried to solicit head teacher and other stakeholders' views on how effective the SBMC had been in these areas. Table 9A summarises the head teacher assessment of "the main improvement brought about by the SBMC". Multiple responses were allowed. Table 9B reports the degree of satisfaction with the way the SBMC has functioned in each of these areas. Both tables suggest that head teachers value mostly the contribution that SBMCs have made in community mobilisation. Only a quarter of head teachers mentioned that the main contribution of the SBMC was to support school management on quality issues (which refers to monitoring of lateness / attendance and the provision of textbooks), although three quarters were satisfied with the general role played by the SBMC in these issues.

Table 9A Proportion of head teachers in schools with SBMC who valued its contribution (%)

| | Jigawa | Kaduna | Kano | Kwara | Total |
|--|-----------|-----------|-----------|-----------|-----------|
| Finance | | | | | |
| Manage school development fund / project | 0 | 12 | 6 | 14 | 8 |
| Raise additional community resources | 19 | 30 | 27 | 17 | 26 |
| Management | | | | | |
| Lobby for resources with local authorities | 10 | 18 | 19 | 10 | 16 |
| Monitor quality: teacher / student attendance, learning outcomes etc | 44 | 28 | 17 | 27 | 26 |
| Mobilisation | | | | | |
| Increase enrolment through mobilisation | 72 | 41 | 55 | 44 | 52 |
| Consult with community on school issues | 32 | 27 | 43 | 28 | 34 |

Table 9B Proportion of head teachers in schools with SBMC satisfied with its role (%)

| | Jigawa | Kaduna | Kano | Kwara | Total |
|--|--------|--------|------|-------|-------|
| Finance | | | | | |
| Manage school development fund / project | 47 | 52 | 37 | 67 | 47 |
| Raise additional community resources | 46 | 52 | 42 | 57 | 48 |
| Management | | | | | |
| Lobby for resources with local authorities | 74 | 47 | 58 | 70 | 58 |
| Monitor quality: teacher / student attendance, learning outcomes etc | 90 | 64 | 67 | 94 | 73 |
| Mobilisation | | | | | |
| Increase enrolment through mobilisation | 93 | 78 | 72 | 90 | 79 |
| Consult with community on school issues | 76 | 69 | 66 | 89 | 71 |

36. However, these broadly favourable responses contrast somewhat with the responses provided by head teachers in schools where there was both an SBMC and a PTA. In these schools a set of statements were put forward for head teachers to comment on. As Table 10 shows, at least a quarter of head teachers claimed that the SBMC and the PTA were the same, while a third of head teachers (though fewer in Kwara where there has been more training) claimed that the relative roles of the SBMC and the PTA were still unclear.

Table 10 Proportion of respondents who agree with statements on role of SBMC and PTA (%)

| | Head teacher | | | | Head teacher | Total | |
|-----------------------------------|--------------|--------|------|-------|--------------|-------|-----|
| | Jigawa | Kaduna | Kano | Kwara | | SBMC | PTA |
| SBMC and PTA are the same | 49 | 24 | 27 | 24 | 29 | 27 | 28 |
| SBMC is now important than PTA | 46 | 39 | 20 | 31 | 32 | 33 | 22 |
| SBMC only exists on paper | 32 | 45 | 44 | 29 | 41 | 17 | 28 |
| Relative SBMC-PTA roles not clear | 36 | 39 | 49 | 18 | 40 | 22 | 23 |

Note: Respondents gave either of these answers: somewhat agree / agree / strongly agree

37. PTA and SBMC chairs hold different views. Predictably, a much lower proportion of SBMC chairs believe that the SBMC only exists on paper (although one in six do), while both SBMC and PTA chairs are less confused on the respective roles of their organisations. However, they accept to the same extent as heads that SBMCs and PTAs are indistinguishable.

B. Civil society organisations

38. One of the main concerns about the contribution of civil society organisations (CSOs) is that they operate mainly at the state level and do not extend their activities to the grassroots level. ESSPIN aims to strengthen CSOs so that they reach communities and speak on their behalf. A group of 6-10 CSOs have been identified in each ESSPIN state as partners. These CSOs received capacity building training and will carry out regular visits in schools to

strengthen the SBMCs. As part of the ESSPIN community survey, school stakeholders were asked to report for each CSO partnered by ESSPIN:

- whether they had heard of that CSO, to assess whether they were visible, and
- if so, whether in their view this CSO had ‘actively promoted education issues in the community’, to assess whether their contribution was recognised

39. Table 11A reports the results, which should be read as follows:

- Suppose CSO X in state Y was known to 40% of respondents: the average for all CSO is reported in row 1 below
- Suppose that, of those, 25% said that this CSO had actively promoted education issues; then among all respondents $.40 \times .25 = 10\%$ had expressed a favourable view of that CSO in that state: the average for all CSOs is reported in row 2 for different respondents

40. Two messages are clear. First, the assessments of different respondents agree with each other. Second, with the exception of Jigawa (where one in six respondents acknowledged the role of a CSO in their school), the influence of other CSOs on schools is minimal.

Table 11A Percentage of school stakeholders who know and recognise contribution of CSOs (%)

| | State (number of CSOs) | | | | |
|--|------------------------|---------------|--------------|--------------|---------------|
| | Jigawa (8) | Kaduna (8) | Kano (10) | Kwara (6) | Lagos (10) |
| 1. Percentage of head teachers who heard of CSOs | 40 | 28 | 17 | 17 | 10 |
| Best known CSO | 75 | 87 | 49 | 49 | 67 |
| Least known CSO | 10 | 5 | 4 | 8 | 0 |
| 2A. Percentage of ... who heard of CSOs <i>and</i> thought they had actively promoted education | | | | | |
| Head teachers | 16 | 4 | 1 | 0 | 2 |
| SBMC chairs | 10 | 2 | 1 | 1 | – |
| PTA chairs | 15 | 3 | 1 | 0 | 0 |

Table 11B Percentage of school stakeholders who recognise contribution of at least one CSO (%)

| | State | | | | |
|---------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Head teachers | 30 | 31 | 12 | 0 | 10 |
| SBMC chairs | 25 | 13 | 7 | 7 | – |
| PTA chairs | 23 | 18 | 9 | 0 | 4 |

41. The partner CSOs are a mixed group: some are the state branch of well known national or regional organisations (such as the National Union of Teachers and the Federation of Muslim Women Society of Nigeria); others are active only in particular LGEAs. To capture the possibility that some CSOs have wider recognition, Table 11B lists the proportion of schools where, according to the three types of respondents, at least one CSO was perceived

to have actively promoted education in the community. Miyetti Allah was recognised as an active CSO by 20% of schools in Jigawa and the National Union of Teachers was recognised as an active CSO by 28% of schools in Kaduna. Only one in ten schools in Kano and Lagos have a positive view on the role of at least one CSO in their community.

C. Perceptions of basic education service quality

42. **Perceptions of parents about school quality:** Parents and other school stakeholders were asked whether they were satisfied with the quality of education service delivery. Table 12 shows that the responses were too lenient on the quality of teaching and learning given the low level of professional competence of teachers and the fact that little learning is taking place in schools. As these perceptions are so positive, they cannot be used in general as a basis to monitor progress in the coming years.

Table 12 Parent perceptions of education service quality (%)

| Percentage of parents satisfied / very satisfied with ... | State | | | | |
|---|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ... what child has learned in school | 80 | 92 | 93 | 94 | 88 |
| ... quality of teaching | 74 | 88 | 91 | 96 | 89 |
| ... attention child receives by the teachers | 82 | 90 | 91 | 96 | 87 |
| ... head teacher attendance | 83 | 91 | 90 | 96 | 82 |
| ... teacher attendance | 80 | 86 | 89 | 97 | 84 |
| ... how teacher reports back on performance | 79 | 84 | 90 | 96 | 89 |
| ... head teacher response to the community | 78 | 88 | 92 | 93 | 68 |
| ... head teacher monitoring of teaching quality | 76 | 86 | 89 | 97 | 74 |
| ... head teacher problem-solving given resources | 75 | 87 | 87 | 94 | 67 |
| ... classroom conditions | 16 | 17 | 25 | 26 | 57 |
| ... seating arrangements | 12 | 12 | 23 | 27 | 47 |
| ... toilet facilities | 14 | 12 | 20 | 20 | 25 |

43. The following findings were of interest:

- Parental views were considerably more critical of the role of the head teacher (compared to the role of teachers) in Lagos. This different attitude could be related to higher expectations but these are not reflected in stronger rates of disapproval on other dimensions of quality.
- Parental views were most critical of material conditions. Only 10-15% of parents in Jigawa and Kaduna expressed satisfaction about furniture and sanitation. The proportion was in the range of 20-25% in Kano and Kwara. Rates of approval were significantly higher in Lagos for classrooms and furniture but not for sanitation.

44. Other respondents also offered broadly favourable views of the challenges facing their schools and focused their criticism almost exclusively on infrastructure and not on actual

learning. SBMC chairs were slightly less sanguine about the quality of teaching (72% expressed satisfaction) compared to head teachers. Tables are omitted for brevity.

45. This pattern is repeated in Table 13, which lists what parents considered the most important problem facing the school. About 70-85% of parents considered physical infrastructure as the main challenge. Only 7-8% of parents in Kano and Lagos considered the quality of teaching as the main concern. The most interesting variation was the comparatively high number of parents in Kano – and to a lesser extent in Jigawa and Kaduna – who considered teacher recruitment (which captures not only the process but also whether there were enough teachers in school) to be a major problem.

Table 13 Parent perceptions of the most important problem facing the school (%)

| | State | | | | |
|----------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Classroom conditions | 60 | 74 | 52 | 68 | 33 |
| Water and sanitation | 12 | 11 | 17 | 11 | 26 |
| Quality of teaching | 0 | 3 | 7 | 1 | 8 |
| Teacher recruitment | 9 | 7 | 13 | 5 | 1 |
| Other | 9 | 2 | 7 | 2 | 14 |
| None | 3 | 1 | 2 | 6 | 9 |
| Don't know | 7 | 2 | 1 | 6 | 10 |

46. **Perceptions of school stakeholders about government support:** However, there are more interesting variations in the degree of satisfaction of various school stakeholders with the support provided by key government functionaries. Table 14A reports the proportion of head teachers who were 'satisfied' or 'very satisfied' with these individuals or systems. It appears that, with the exception of Lagos, no more than half of the head teachers expressed satisfaction with the Local Government Chairman. Approval ratings were considerably higher for the Education Secretary. At least one third of teachers were not satisfied with the teacher recruitment process.

Table 14A Proportion of head teachers who were satisfied with government systems (%)

| According to the head teacher | Satisfied / very satisfied | | | | |
|-------------------------------|----------------------------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Education Secretary | 84 | 68 | 83 | 70 | 70 |
| Local Government Chairman | 43 | 48 | 51 | 44 | 73 |
| District Education Committee | 59 | 81 | 35 | 63 | 33 |
| Local school supervisor | 82 | 78 | 82 | 91 | 53 |
| Teacher appointment | 66 | 55 | 63 | 57 | 60 |

Table 14B Proportion of respondents who were satisfied with government systems (%)

| | Satisfied / very satisfied | | | | |
|---------------------------|----------------------------|-----------|------------|-------------|--------|
| | Head teacher | PTA chair | SBMC chair | SBMC female | Parent |
| Education Secretary | 76 | 59 | 59 | 51 | 45 |
| Local Government Chairman | 50 | 36 | 41 | 35 | 34 |
| Teacher appointment | 60 | 58 | 52 | 52 | 47 |

47. This pattern is consistent among other respondents, as shown in Table 14B. However, approval ratings are generally lower among other stakeholders and particularly among female members of the SBMC and parents.

D. Communications

48. The ESSPIN communications and knowledge management team develops outputs that help disseminate messages related to the education system to reach diverse audiences. In the absence of specialised market research surveys, a set of communications-related questions was added to each individual questionnaire to help inform the operational dimension of the ESSPIN communications activities.

49. **Newspapers:** Table 15A presents the incidence of newspaper readership among two key groups. The following lessons can be drawn:

- The proportion of head teachers who read a newspaper on at least a weekly basis is about 25% in Jigawa and Kano, about 35% in Kaduna and Kwara and almost 90% in Lagos.
- Readership is much lower among parents and guardians. Less than 15% read a newspaper on at least a weekly basis. The ratio was highest in Lagos (26%).
- Head teachers and parents seem to read similar newspapers in each of the five states. Note that if more than one newspaper was mentioned by the respondent, only the first preference was taken into account.

Table 15A Percentage of respondents who read newspaper (%)

| | | State | | | | |
|---------------|-----------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Head teachers | Almost every day | 5 | 6 | 6 | 32 | 50 |
| | At least once a week | 18 | 30 | 19 | 11 | 37 |
| | At least once a month | 29 | 19 | 14 | 5 | 0 |
| | Less frequently | 20 | 19 | 40 | 36 | 7 |
| | No | 28 | 26 | 22 | 16 | 7 |
| Parents | Almost every day | 3 | 4 | 5 | 2 | 11 |
| | At least once a week | 11 | 11 | 7 | 3 | 15 |
| | At least once a month | 1 | 4 | 1 | 3 | 2 |
| | Less frequently | 3 | 7 | 13 | 4 | 17 |
| | No | 82 | 73 | 75 | 86 | 54 |

Table 15B Newspapers read (%)

| | | State | | | | |
|------------------|-------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Head teachers | Alaroye | 0 | 0 | 0 | 0 | 0 |
| | Almizan | 2 | 0 | 0 | 0 | 0 |
| | Aminiya | 7 | 0 | 0 | 0 | 0 |
| | Daily Trust | 45 | 32 | 44 | 0 | 0 |
| | Gaskiya | 12 | 11 | 4 | 0 | 0 |
| | Guardian | 2 | 0 | 0 | 8 | 11 |
| | Herald | 0 | 0 | 0 | 20 | 0 |
| | New Nigeria | 21 | 36 | 15 | 4 | 0 |
| | Punch | 0 | 3 | 0 | 18 | 54 |
| | This Day | 9 | 3 | 1 | 0 | 4 |
| | Tribune | 0 | 0 | 0 | 21 | 7 |
| | Triumph | 0 | 0 | 18 | 0 | 0 |
| | Other | 2 | 13 | 18 | 29 | 24 |
| Parents | Alaroye | 0 | 0 | 0 | 15 | 15 |
| | Almizan | 9 | 2 | 4 | 0 | 0 |
| | Aminiya | 17 | 1 | 5 | 0 | 0 |
| | Daily Trust | 39 | 14 | 47 | 0 | 0 |
| | Gaskiya | 22 | 43 | 11 | 0 | 0 |
| | Guardian | 0 | 0 | 0 | 4 | 5 |
| | Herald | 0 | 0 | 0 | 31 | 0 |
| | New Nigeria | 3 | 26 | 5 | 4 | 0 |
| | Punch | 3 | 2 | 0 | 18 | 32 |
| | This Day | 0 | 1 | 3 | 0 | 3 |
| | Tribune | 0 | 0 | 0 | 6 | 5 |
| | Triumph | 3 | 0 | 5 | 0 | 0 |
| | Other | 5 | 11 | 20 | 22 | 40 |

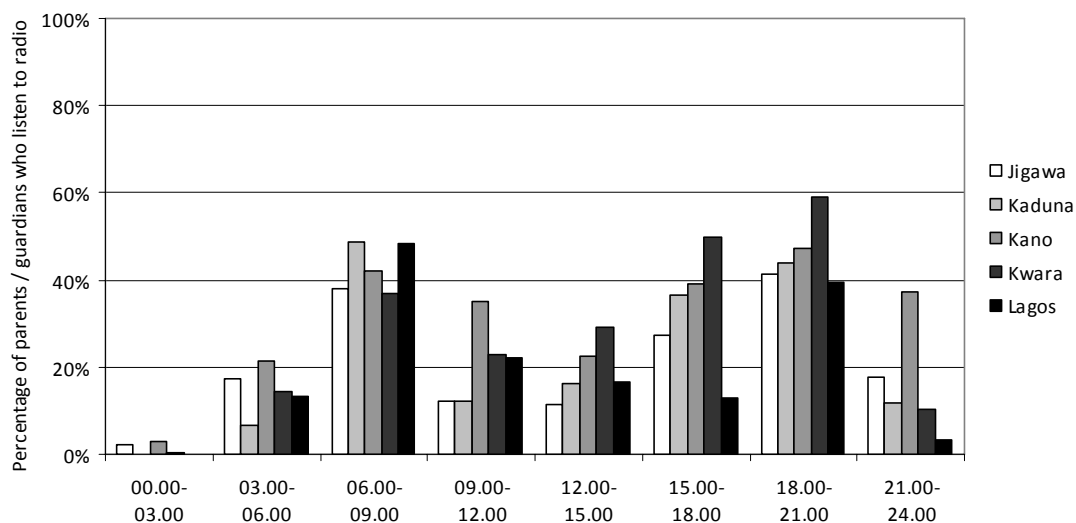
50. **Radio:** Practically every head teacher listens to the radio on a daily basis. By contrast, the proportion of daily listeners among parents and guardians is about 70% in the ESSPIN states (but higher in Kano) as shown in Table 16A. Table 16B shows that there are no major differences between the two groups in terms of their radio station preferences. Note that if more than one radio station was mentioned, only the first preference was included. Figure 1 splits the day in three-hour intervals and shows the percentage of parents and guardians who are listening to the radio at that time.

Table 16A Percentage of respondents who listen to the radio (%)

| | | State | | | | |
|---------|-----------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Parents | Almost every day | 65 | 72 | 85 | 71 | 68 |
| | At least once a week | 9 | 10 | 4 | 4 | 9 |
| | At least once a month | 1 | 1 | 0 | 3 | 2 |
| | Less frequently | 5 | 5 | 7 | 10 | 10 |
| | No | 20 | 12 | 5 | 12 | 10 |

Table 16B Radio stations followed (%)

| | | State | | | | |
|---------------|-----------------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Head teachers | National Radio Nigeria FRCN | 1 | 31 | 12 | 1 | 0 |
| | State Radio | 51 | 18 | 43 | 81 | 33 |
| | Other state radio | 14 | 3 | 3 | 1 | 0 |
| | BBC | 25 | 32 | 5 | 1 | 0 |
| | VOA | 2 | 5 | 3 | 0 | 0 |
| | Freedom | 2 | 0 | 27 | 0 | 0 |
| | Nagarta | 0 | 6 | 0 | 0 | 0 |
| | Harmony | 0 | 0 | 0 | 7 | 0 |
| | Eko FM | 0 | 0 | 0 | 0 | 30 |
| | Wazobia | 0 | 0 | 0 | 0 | 13 |
| | Other | 5 | 5 | 7 | 9 | 24 |
| Parents | National Radio Nigeria FRCN | 2 | 29 | 3 | 0 | 0 |
| | State Radio | 71 | 20 | 34 | 86 | 51 |
| | Other state radio | 10 | 2 | 6 | 4 | 0 |
| | BBC | 13 | 30 | 12 | 2 | 0 |
| | VOA | 2 | 2 | 1 | 0 | 0 |
| | Freedom | 2 | 0 | 37 | 0 | 0 |
| | Nagarta | 0 | 8 | 0 | 0 | 0 |
| | Harmony | 0 | 0 | 0 | 3 | 0 |
| | Eko FM | 0 | 0 | 0 | 0 | 13 |
| | Wazobia | 0 | 0 | 0 | 0 | 19 |
| | Other | 0 | 9 | 5 | 5 | 17 |

Figure 1 Percentage of parents / guardians who listen to the radio by time (%)

51. **Television:** A much lower proportion of parents and guardians watch television in northern Nigeria. The proportion is considerably higher in Lagos, where – as Table 17B shows – there is also a much more varied set of television station options on offer.

Table 17A Percentage of respondents who watch television (%)

| | State | | | | |
|-----------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Parents | | | | | |
| Almost every day | 3 | 15 | 20 | 31 | 60 |
| At least once a week | 4 | 9 | 5 | 5 | 15 |
| At least once a month | 0 | 1 | 1 | 0 | 0 |
| Less frequently | 1 | 4 | 11 | 8 | 7 |
| No | 92 | 71 | 64 | 55 | 18 |

Table 17B Television stations followed (%)

| | State | | | | |
|-------------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Parents | | | | | |
| NTA | 45 | 60 | 39 | 26 | 8 |
| State Television | 3 | 4 | 4 | 49 | 27 |
| Other state television | 0 | 13 | 0 | 8 | 0 |
| AIT | 3 | 6 | 12 | 1 | 20 |
| CTV | 0 | 0 | 31 | 0 | 0 |
| Silverbird | 0 | 0 | 0 | 0 | 19 |
| Galaxy | 0 | 0 | 0 | 0 | 12 |
| International (CNN, Al Jazeera etc) | 11 | 10 | 7 | 0 | 1 |
| Other | 0 | 6 | 4 | 2 | 12 |
| Video / DVD | 38 | 1 | 3 | 14 | 1 |

52. Messages: A set of questions tried to assess whether respondents were exposed to education-related messages. This sub-section focuses on parents. Table 18A has three panels. The top panel shows that with the exception of Lagos, more than half the parents are actively participating in community meetings and about 20-30% of those had attended a traditional drama or storytelling performance in the past three months. The middle panel shows that generally only one in five or in six parents have ever read any information on education. This is consistent with limited newspaper readership. The bottom panel shows that generally at least half of the parents have ever heard information on education – most of them on the radio.

Table 18A Percentage of parental exposure to education messages through various media (%)

| | State | | | | |
|--|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Have you in past three months: | | | | | |
| Attended some form of community meeting? | 58 | 50 | 55 | 62 | 20 |
| Heard town crier or other public announcement? | 76 | 42 | 58 | 38 | 11 |
| Attended any traditional drama/dance/storytelling? | 32 | 25 | 22 | 29 | 5 |
| Have you ever read any information on education? | 15 | 23 | 28 | 14 | 17 |
| Of which: read on newspapers | 46 | 57 | 57 | 70 | 79 |
| Of which: read on posters | 45 | 38 | 20 | 12 | 11 |
| Have you ever heard any information on education? | 49 | 64 | 64 | 56 | 45 |
| Of which: heard on radio | 91 | 89 | 81 | 81 | 61 |
| Of which: heard on television | 3 | 3 | 3 | 2 | 32 |
| Of which: heard in church / mosque | 3 | 6 | 16 | 7 | 3 |

Table 18B Percentage of parents who have never heard a particular message (%)

| | State | | | | |
|---|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Parents and communities can have a say in how their schools are run through bodies such as SBMCs | 21 | 40 | 19 | 40 | 92 |
| State government wants all community members to play a part in giving a good education for children | 17 | 29 | 17 | 14 | 24 |
| All children will be provided with the opportunity to receive a good education | 16 | 19 | 10 | 8 | 7 |
| Girls can learn essential skills in school to help give them a good chance in life | 19 | 25 | 17 | 7 | 10 |
| Schools are becoming safer and better equipped places for all children to learn | 16 | 23 | 14 | 11 | 8 |
| Teachers and head teachers are being given the skills and knowledge to help children learn | 18 | 22 | 11 | 6 | 9 |
| Education is an essential route out of poverty | 14 | 16 | 12 | 3 | 4 |
| Children who go to school will get the books and other materials they need to learn | 15 | 20 | 10 | 6 | 7 |

53. Table 18B shows that in fact a much higher percentage of parents receive education-related messages, especially in Kwara and Lagos. The only messages that have not filtered through very well are those related to the role of the SBMC, such as in Kaduna and Kwara where two in five parents reported not being exposed to messages related to their own potential role in helping manage their school.

54. Table 19A confirms that the SBMC is not yet a forum where parents can be updated on the school. This role is still played by the PTA, which is well attended: one in three parents in Jigawa, Kano and Kwara claimed to receive their information from its meetings; the proportion is 60% in Kaduna. According to Table 19B, the proportion of parents who go to school on a daily basis is at least twice as large in Lagos compared to the other states. The proportion of parents who have not been at all in school is lowest in Kwara (16%) and highest in Kano (42%).

Table 19A Sources of information on the school for parents (%)

| Percentage of parents who got school information: | | State | | | | |
|---|---------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Attending ... | PTA meeting | 34 | 60 | 37 | 33 | 25 |
| | SBMC meeting | 9 | 9 | 5 | 4 | 0 |
| | Community meeting | 15 | 9 | 10 | 8 | 5 |
| Reading ... | School notice board | 0 | 0 | 2 | 2 | 1 |
| | Child | 13 | 34 | 36 | 19 | 14 |
| Talking to ... | Head teacher | 56 | 59 | 56 | 32 | 18 |
| | Teacher(s) | 15 | 30 | 26 | 13 | 23 |
| | Other parents | 6 | 12 | 24 | 13 | 23 |
| | Community head | 3 | 6 | 12 | 5 | 0 |

Table 19B Number of times parents have visited school during the school year (%)

| | State | | | | |
|-------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| 0 | 32 | 24 | 42 | 16 | 29 |
| 1-3 | 34 | 39 | 34 | 43 | 20 |
| 4+ | 12 | 19 | 10 | 21 | 10 |
| Daily | 22 | 18 | 13 | 20 | 42 |

Table 19C Type of information on the school received by parents (%)

| Percentage of parents who got school information in past three months about: | State | | | | |
|--|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| School resources availability and use | 20 | 45 | 24 | 48 | 34 |
| How well the child is learning | 56 | 70 | 60 | 80 | 82 |
| School assessment by school inspectors | 32 | 46 | 30 | 59 | 34 |

55. According to Table 19C, a rather higher than expected percentage of parents claim to have received information on the resources available to the school and on the results of inspection. Overall, parents in Jigawa are the least well informed and parents in Kwara the best informed.

Conclusions

56. ESSPIN organised a school survey to inform its approach to community involvement in school management and to monitor the progress from the implementation of its activities. A sample of 330 public primary schools was selected from five states. The survey had four objectives: assess whether schools received support and by whom; understand the role of civil society organisations, especially those partnered by ESSPIN, in supporting education; gauge perceptions of education service quality; and map channels of communication.

57. In terms of the extent of support to schools, and the role of the SBMC in particular, the following are the main findings:

- Schools receive support from both government bodies and non-government institutions, mainly for teaching-learning materials. About one in ten schools benefits from the UBE Intervention Fund, one in four from SUBEB and one in five from their LGEA – in total, one in two schools received government support on average. One in three schools is supported by its PTA, while one in six is supported from its SBMC. The support of the PTA and the SBMC is strongest in Kwara. On an annual basis, one in three schools receives no support from either government or non-government organisations; a similar number receives support from both sides.
- The SBMC is a recent reform: the majority of schools claim to have established one but further probing revealed that fewer than one in three schools had an SBMC met at least twice between September and March/April in Jigawa, Kaduna and Kano. In Kano, not only are meetings less common; they are also less well attended and there is a greater tendency for committees to incorporate representatives of traditional councils. Only 1% of parents in Kano had attended an SBMC meeting during the 2009-10 school year; the corresponding ratio was about 10% in the other states.
- Respondents gave a positive assessment of the role of the SBMC so far, especially in the case of the committees' ability to mobilise their communities. However, at the same time, at least a quarter of head teachers claimed that the SBMC and the PTA were the same (a fact acknowledged to the same extent by SBMC and PTA chairs), while a third of head teachers (though fewer in Kwara, which has received more training) claimed that the relative roles of the SBMC and the PTA were still unclear.

58. In terms of the role of civil society organisations in supporting communities, the survey attempted to gauge whether the ESSPIN CSO partners were known to schools and, if so, whether in their view this CSO had actively promoted education issues in the community.

Very few schools viewed the contribution of CSOs in Kano, Kwara and Lagos as positive. In Jigawa, the positive role of a particular regional organisation was recognised by one in five schools, while in Kaduna the positive role of a national organisation which is based in the state was recognised by one in four schools.


59. The survey asked school stakeholders and beneficiaries their views on the quality of the education service. There was a mixed set of responses. On the one hand, there was very little criticism of the quality of schooling: stakeholders, including parents, did not complain about teaching and learning but only voiced complaints on the state of infrastructure. This is despite strong evidence obtained by ESSPIN that children learn very little in school. On the other hand, there was clearly articulated frustration with the role of the Local Government Chairman and local education committees.

60. The survey collected information on how school stakeholders receive information in general and on education issues in particular in order to inform the ESSPIN communication strategies and to have a base with which to assess the success of ESSPIN communication activities. The responses of head teachers and parents were analysed and presented in this report in terms of their newspaper reading, radio listening and television watching habits. The target audience behaviour differs by state in ways that need to be taken into account in planning ESSPIN activities.

61. Finally, the survey collected complementary information on other important aspects of school life, which are not central to the four key questions addressed by this survey but will help inform other areas of ESSPIN work. The results are presented in Annex B.
 - A quarter of head teachers in Jigawa and Kano do not have professional qualifications. In Jigawa, they also have very limited prior experience as teachers unlike Lagos where head teachers have ten years more experience and have spent two thirds of their career as teachers.
 - Attendance is particularly low in Jigawa. Textbook availability, notably for English, is very low in Jigawa, Kaduna and Kano, although the number of observations is small for firm conclusions. The proportion of classes held in open air (or in buildings in need of major repairs) is very high, especially in schools where there is no active SBMC.
 - Although school fees have been abolished with the UBE acts, PTA levies are widely used, especially in Kwara and Kaduna. To a lesser extent, parents also confirm the existence of other fees in Kaduna, Kano and Kwara.
 - A detailed set of questions on household assets helped develop a wealth index to classify households into three groups. Initial results on the correlation of the index with student absenteeism and age did not reveal any relationship. However, the wealth index can be used as a basis for other comparisons.

Annex A: Instruments

Head teacher



2010 COMMUNITY SURVEY
Head teacher questionnaire

School code:

Respondent's name:

School name:

LGEA:

State: 1 Jigawa 2 Kaduna 3 Kano 4 Kwara 5 Lagos

Enumerator name: Supervisor name: Data entry officer name:

| Date of first interview | Date of second interview if applicable | Date of quality check | Date of data entry |
|-------------------------|--|-----------------------|--------------------|
| / / Day / Month | / / Day / Month | / / Day / Month | / / Day / Month |

| Time of first interview | | Time of second interview if applicable | |
|---|---|---|---|
| Start: <input type="text"/> : <input type="text"/> : <input type="text"/> | End: <input type="text"/> : <input type="text"/> : <input type="text"/> | Start: <input type="text"/> : <input type="text"/> : <input type="text"/> | End: <input type="text"/> : <input type="text"/> : <input type="text"/> |

Introduction

We are conducting a survey to understand the type and level of support that schools receive from their communities. Your school has been selected by chance. Please answer the questions as accurately as you can. The answers that you provide will be confidential and will only be used to improve the design of educational policy in Nigeria, especially with respect to the role of school based management committees.

| | |
|---|---|
| Did you interview the head teacher? | 1 Yes ▶ A 2 No |
| Why was the head teacher not interviewed? | 5 Long-term absent – Sick leave 6 Long-term absent – Training 7 Other specify _____ 8 Post is vacant |
| Which person was interviewed instead? | 1 Assistant head teacher 2 Other teacher |

A. INDIVIDUAL DETAILS

Collect the information below for the head teacher. Only if the head teacher is absent on both days, collect the information for the assistant head teacher.

| | Head teacher | Assistant head teacher if head teacher is not available |
|-------|--|---|
| A. 1 | Age (In years) | |
| A. 2 | Sex 1 Male 2 Female | |
| A. 3 | Were you born in this village/town? 1 Yes ▶ A, 8 2 No | |
| A. 4 | If not, were you born in this LGEA? 1 Yes ▶ A, 8 2 No | |
| A. 5 | If not, were you born in this State? 1 Yes 2 No | |
| A. 6 | Do you speak the local language? 1 Yes, it is my mother tongue 2 Yes, I learned it 3 No | |
| A. 7 | Do you live in this village / town? 1 Yes 2 No | |
| A. 8 | How long does it take you to get from house to school? (In minutes) | |
| A. 9 | What is the highest level of education you have attained? 1 Below SSCE 2 SSCE/WASC 3 NCE/O/N/Diploma 4 Degree/HND/Graduate 7 Other specify _____ | |
| A. 10 | Do you have a teaching qualification 1 Yes 2 No ▶ A,12 | |
| A. 11 | What is your teaching qualification? 1 Grade II or equivalent 2 NCE 3 PGDE 4 B.Ed. 5 M.Ed. 7 Other specify _____ | |
| A. 12 | Have you ever received school management training? 1 Yes 2 No ▶ A,14 | |
| A. 13 | In which year did you last receive school management training? | |

Starting with the first teaching job ask the head teacher about each teaching job he/she has held until now. Consider a promotion within a school (for example, from teacher to assistant head teacher) as a separate teaching job.

| Teaching job | A. 14 | A. 15 | A. 16 | A. 17 | A. 18 | A. 19 | A. 20 |
|--------------|---|--|---|--|---|--|---|
| | In which year did you take up this teaching job? e.g. 2004 | Is this your current job? 1 Yes ▶ B 2 No | What type of school was this job in? 1 Public primary 2 Private primary 3 Public secondary 4 Private secondary 7 Other | What was the designation of this post? 1 Head teacher 2 Assistant head teacher 3 Teacher 7 Other | Was the school in this LGEA? 1 Yes ▶ A20 2 No | Was the school in this State? 1 Yes 2 No | Why did you change jobs? 1 Transferred 2 Promoted in same school 3 Resigned to take up better job 7 Other specify |
| 1st | | | | | | | |
| 2nd | | | | | | | |
| 3rd | | | | | | | |
| 4th | | | | | | | |
| 5th | | | | | | | |
| 6th | | | | | | | |
| 7th | | | | | | | |
| 8th | | | | | | | |
| 9th | | | | | | | |
| 10th | | | | | | | |

B. SOURCES, TYPES AND LEVEL OF GOVERNMENT SUPPORT TO SCHOOL

| B. 1 | | B. 2 | | B. 3 | B. 4 |
|--|---------------------------|---|-------------|--|---|
| Has ... contributed in financial or material terms to the school in 2008/09 or 2009/10? 1 Yes 2 No 9 DK | | What was this contribution for? Multiple answers are possible. 1 Construction 2 Repairs / maintenance 3 Furniture 4 Equipment 5 Teaching and learning materials 7 Other specify | | Was this contribution in cash or in kind? 1 Cash 2 In kind | What was the amount of this contribution? In Naira |
| A | UBE Intervention Fund | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| B | UBEC Self-Help | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| C | ETF | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| D | LGA | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| E | SUBEB | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| F | State Ministry | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |
| G | SESP | 2008/09 | 1 2 3 4 5 7 | | |
| | [KD/KN/KW; selective LGA] | 2009/10 | 1 2 3 4 5 7 | | |
| H | Other specify | 2008/09 | 1 2 3 4 5 7 | | |
| | | 2009/10 | 1 2 3 4 5 7 | | |

| B. 5 | | B. 6 | | B. 7 | B. 8 |
|--|-----------------------|---|-------------|--|---|
| When was the most important contribution of ... made to the school in financial or material terms before 2008? Write the year, for example 2004.. Write 9999 if the respondent does not know / recall. | | What was this contribution for? Multiple answers are possible. 1 Construction 2 Repairs / maintenance 3 Furniture 4 Equipment 5 Teaching and learning materials 7 Other specify | | Was this contribution in cash or in kind? 1 Cash 2 In kind | What was the amount of this contribution? In Naira |
| A | UBE Intervention Fund | Specify year | 1 2 3 4 5 7 | | |
| B | UBEC Self-Help | Specify year | 1 2 3 4 5 7 | | |
| C | ETF | Specify year | 1 2 3 4 5 7 | | |
| D | LGEA/LGA | Specify year | 1 2 3 4 5 7 | | |
| E | SUBEB | Specify year | 1 2 3 4 5 7 | | |
| F | State Ministry | Specify year | 1 2 3 4 5 7 | | |
| G | SESP | Specify year | 1 2 3 4 5 7 | | |
| H | Other specify | Specify year | 1 2 3 4 5 7 | | |

| B. 9 | When was school last inspected by: | | Month (e.g. 06 + June) | Year (e.g. 2008) | B. 10 |
|---|------------------------------------|--|------------------------------|---------------------|---|
| <ul style="list-style-type: none"> • LGEA • Zone / District • SUBEB • Other State agency specify _____ | | | | | Did the inspector communicate the results of the inspection to the school? • LGEA • Zone / District • SUBEB • Other State agency specify _____ 1 Yes 2 No 9 DK |
| | | | | | |
| | | | | | |
| | | | | | |
| Write 00/0000 if the respondent knows that the authority has inspected the school but cannot recall the date Write 99/9999 if the school has not been inspected by the authority | | | | | |

| B. 11 | Are you satisfied with: |
|-------|--|
| | <ul style="list-style-type: none"> • how the Education Secretary attends to the school's needs? • how the Local Government Chairman attends to the school's needs? • how the District Education Committee is operating? • how the local school supervisor supports the school? • how teachers are appointed to this school? |
| | SCALE: 1 Very dissatisfied 2 Dissatisfied 3 Unsure 4 Satisfied 5 Very satisfied 9 DK / NA |

C. SOURCES, TYPES AND LEVEL OF NON-GOVERNMENT SUPPORT TO SCHOOL

| C. 1 | | C. 2 | | C. 3 | C. 4 |
|--|-----------------------|---|----------------------|--|---|
| Has ... contributed in financial or material terms to the school in 2008/09 or 2009/10? 1 Yes 2 No 9 DK | | What was this contribution for? Multiple answers are possible. 1 Construction (materials and labour) 2 Repairs (materials and labour) 3 Furniture 4 Equipment 5 Teaching and learning materials 6 Scholarships or bursaries 7 Services, such as transport 8 Cash to pay teacher salaries 9 Cash to pay other recurrent costs, such as school festivals 10 Other specify | | Was this contribution in cash or in kind? 1 Cash 2 In kind | What was the amount of this contribution? In Naira |
| A | SBMC | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| B | PTA | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| C | Community leader | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| D | Local MP / Politician | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| E | Local businessman | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| F | CBO / CSO specify | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |
| G | Other specify | 2008/09 | 1 2 3 4 5 6 7 8 9 10 | | |
| | | 2009/10 | 1 2 3 4 5 6 7 8 9 10 | | |

| C. 5 | | C. 6 | | C. 7 | C. 8 |
|---|-----------------------|---|----------------------|--|---|
| When was the most important contribution of ... made to the school in financial or material terms before 2008? Write 9 if the respondent does not know / recall. | | What was this contribution for? Multiple answers are possible. 1 Construction (materials and labour) 2 Repairs (materials and labour) 3 Furniture 4 Equipment 5 Teaching and learning materials 6 Scholarships or bursaries 7 Services, such as transport 8 Cash to pay teacher salaries 9 Cash to pay other recurrent costs, such as school festivals 10 Other specify | | Was this contribution in cash or in kind? 1 Cash 2 In kind | What was the amount of this contribution? In Naira |
| A | SBMC | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| B | PTA | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| C | Community leader | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| D | Local MP / Politician | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| E | Local businessman | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| F | CBO / CSO specify | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |
| G | Other specify | Specify year | 1 2 3 4 5 6 7 8 9 10 | | |

| | | | |
|-------|---|--------------------|--|
| C. 9 | Does the school charge a PTA levy? | 1 Yes 2 No ▶ C. 12 | |
| C. 10 | What is the PTA levy charged per student per year? | In Naira | |
| C. 11 | How much did the school raise from the PTA levy during the school year 2008/09? | In Naira | |
| C. 12 | Does the school collect any other income from parents, for example exam fees, school development levies etc? | 1 Yes 2 No ▶ D. 1 | |
| C. 13 | What is the amount charged per student per year through these other income sources? | In Naira | |
| C. 14 | How much did the school raise from parents through these other income sources during the school year 2008/09? | In Naira | |

D. SBMC AND PTA

SCHOOL BASED MANAGEMENT COMMITTEE

| | | | |
|------|---|---|-------------------------|
| D. 1 | Is there a school-based management committee? | 1 Yes 2 No ▶ D. 14 9 DK ▶ D. 14 | |
| D. 2 | Does the SBMC meet? | 1 Yes, regularly 2 Yes, irregularly 3 No ▶ D. 8 9 Don't know ▶ D. 8 | |
| D. 3 | How many times has the SBMC met during this school year? Write 00 if the respondent does not know | | |
| D. 4 | When was the last SBMC meeting? Write 00 if the respondent does not know | Month Write 01 for January etc. | Year |
| D. 5 | How many people attended the last SBMC meeting? Write 00 if the respondent does not know | | |
| D. 6 | Are there minutes / records of the last meeting? | 1 Yes, with the head teacher 2 Yes, with others 3 No 9 DK | |
| D. 7 | What was discussed in the last SBMC meeting? 1 Finance: school grant 2 Finance: resources for construction, textbooks etc 3 Management: lobbying LGEA for school inputs 4 Management: teacher attendance, teaching quality / learning outcomes etc | Multiple answers are possible. Do not prompt. 5 Community mobilisation: access and participation 6 Community mobilisation: consultation with community on school development 7 Other specify _____ 8 Don't know 9 None | 1 2 3 4 5 6 7 8 9 |
| D. 8 | What is in your view the main improvement brought about by the SBMC? 1 Finance: managed school grant 2 Finance: raised other resources for construction, textbooks etc 3 Management: lobbied with LGEA for teachers etc 4 Management: monitored teacher attendance, teaching quality / learning outcomes etc | Multiple answers are possible. Do not prompt. 5 Community mobilisation: increased enrolment 6 Community mobilisation: consulted with community on school development 7 Other specify _____ 8 Don't know 9 None | 1 2 3 4 5 6 7 8 9 |
| D. 9 | Are you satisfied with the way the SBMC is functioning in terms of: • Finance: school grant management • Finance: raising resources for construction, textbooks • Management: lobbying LGEA for school inputs • Management: monitoring of teacher attendance, teaching quality / learning outcomes etc • Community mobilisation: increases in enrolment • Community mobilisation: representation of / consult with community on school development SCALE: 1 Very dissatisfied 2 Dissatisfied 3 Unsure 4 Satisfied 5 Very satisfied 9 DK / NA | | |

| | | | |
|-------|--|---|-------------------|
| D. 10 | Are there any SBMC guidelines? | 1 Yes 2 No ▶ D. 12 9 DK ▶ D. 12 | |
| D. 11 | Have you ever seen the SBMC guidelines? | 1 Yes 2 No | |
| D. 12 | Has the SBMC received any capacity building support? 1 Yes, training from SUBEB 2 Yes, training from project / NGO 7 Yes, other specify _____ | Multiple answers are possible. Do not prompt. 8 No 9 DK | 1 2 7 8 9 |
| D. 13 | In what areas does the capacity of the SBMC members need to be strengthened? 1 SBMC roles and responsibilities 2 Planning and management 3 Budget and finance | Multiple answers are possible. Do not prompt. 7 Other specify _____ 8 No capacity building needed 9 DK | 1 2 3 7 8 9 |
| D. 14 | Is there a school development plan? | 1 Yes 2 No ▶ D. 16 9 DK ▶ D. 16 | |
| D. 15 | What are the priorities of the plan? 1 Construction and maintenance 2 Water and sanitation 3 Teaching-learning materials / textbooks | Multiple answers are possible. Do not prompt. 7 Other specify _____ 9 DK | 1 2 3 7 9 |

PARENT-TEACHER ASSOCIATION

| | | | |
|-------|--|---|-------------------------|
| D. 16 | Is there a parent-teacher association? | 1 Yes 2 No ▶ E. 1 9 DK ▶ E. 1 | |
| D. 17 | Does the PTA meet? | 1 Yes 2 No ▶ D. 22 9 Don't know ▶ D. 22 | |
| D. 18 | How many times has the PTA met during this school year? Write 00 if the respondent does not know | | |
| D. 19 | When was the last PTA meeting? Write 00 if the respondent does not know | Month Write 01 for January etc. | Year |
| D. 20 | How many people attended the last PTA meeting? Write 00 if the respondent does not know | | |
| D. 21 | What was discussed in the last PTA meeting? 1 Finance: resources for investment etc 2 Finance: resources for recurrent costs 3 Management: lobbying LGEA for school inputs 4 Management: teacher attendance, teaching quality / learning outcomes etc | Multiple answers are possible. Do not prompt. 5 Community mobilisation: access and participation on school development 6 Community mobilisation: consultation with community on school development 7 Other specify _____ 8 Don't know 9 None | 1 2 3 4 5 6 7 8 9 |
| D. 22 | What is in your view the main improvement brought about by the PTA? 1 Finance: raised resources for construction etc 2 Finance: raised other resources for textbooks etc 3 Management: managed parent-teacher relations 4 Management: monitored teacher attendance, teaching quality / learning outcomes etc | Multiple answers are possible. Do not prompt. 5 Community mobilisation: increased enrolment 6 Community mobilisation: consulted with community on school development 7 Other specify _____ 8 Don't know 9 None | 1 2 3 4 5 6 7 8 9 |
| D. 23 | Are you satisfied with the way the PTA is functioning in terms of: • Finance: raising resources for investment costs, for example construction, maintenance, furniture etc • Finance: raising resources for recurrent costs, for example salaries of teachers, festivals etc • Management: lobbying LGEA for school inputs • Management: monitoring of teacher attendance, teaching quality / learning outcomes etc • Community mobilisation: helping increase enrolment • Community mobilisation: representing / consulting with community on school development SCALE: 1 Very dissatisfied 2 Dissatisfied 3 Unsure 4 Satisfied 5 Very satisfied 9 DK / NA | | |

| | | | | |
|-------|---|---|---|--|
| D. 24 | If there is both an SBMC and a PTA, ask: Otherwise ► E. 1 | | Do you agree with the following statements? | |
| | SCALE: 1 Strongly disagree 2 Disagree 3 Somewhat disagree 4 Neither agree nor disagree 5 Somewhat agree 6 Agree 7 Strongly agree 8 DK | • The SBMC and the PTA are the same | | |
| | | • The SBMC is now more important than the PTA | | |
| | | • The SBMC exists on paper; only the PTA has role in the school | | |
| | | • The relative roles of the SBMC and the PTA are not clear | | |

E. COMMUNITY-BASED AND CIVIL SOCIETY ORGANISATIONS

COMMUNITY-BASED ORGANISATION / COMMUNITY DEVELOPMENT ASSOCIATION

| | | | |
|------|---|---|-------------------------|
| E. 1 | Is there any community-based organisation that is also interested in education issues? | 1 Yes 2 No ► E. 8 9 DK ► E. 8 | |
| E. 2 | What is the name of the CBO? Write 99 if there is no formal name | | |
| E. 3 | Who is the chairperson of the CBO? Write 99 if the respondent does not know | | |
| E. 4 | What is in your view the main improvement brought about by the CBO? 1 Finance: raised resources for investment costs, for example construction, maintenance, furniture etc. 2 Finance: raised resources for recurrent costs, for example salaries of teachers, festivals, bursaries etc. 3 Management: lobbied LGEA for school inputs 4 Management: monitored teacher attendance, teaching quality / learning outcomes etc. 5 Community mobilisation: increased enrolment 6 Community mobilisation: consulted with community on school development 7 Other specify _____ 8 Don't know 9 None | Multiple answers are possible. Do not prompt. | 1 2 3 4 5 6 7 8 9 |

| | | | | |
|------|---|--|---|--|
| E. 5 | If there is both an SBMC and a CBO, ask: Otherwise ► E. 6 | | Do you agree with the following statements? | |
| | SCALE: 1 Strongly disagree 2 Disagree 3 Somewhat disagree 4 Neither agree nor disagree 5 Somewhat agree 6 Agree 7 Strongly agree 8 DK | • It is not possible to distinguish between the SBMC and the CBO | | |
| | | • The SBMC is now more important than the CBO | | |
| | | • The SBMC exists on paper; only the CBO has role in the school | | |

CIVIL SOCIETY ORGANISATIONS

| | | | |
|------|---|---|------------|
| E. 6 | Is there any civil society organisation actively promoting education issues in this community? | 1 Yes 2 No ► C.11 9 DK ► C.11 | |
| E. 7 | What is the name of the most active organisation? Write 99 if there is no formal name | | |
| E. 8 | Where is this organisation based? Write 99 if the respondent does not know | | |
| E. 9 | What support has this organisation provided? 1 Materials 2 Training 3 Advocacy / lobbying / Awareness raising 7 Other specify _____ | Multiple answers are possible. Do not prompt. | 1 2 3 7 |

| Jigawa | Kaduna | Kano | Kwara | Lagos | E. 10 Have you heard of the organisation ...? 1 Yes 2 No ► Next | E. 11 Has this organisation actively promoted education issues in this community? 1 Yes 2 No |
|---|--|--|--|---|---|--|
| Federation of Muslim Women Society of Nigeria (FOMWAN) | Federation of Muslim Women Society of Nigeria (FOMWAN) | Federation of Muslim Women Society of Nigeria (FOMWAN) | Federation of Muslim Women Society of Nigeria (FOMWAN) | Defence for Children International (Nigeria section) | | |
| Rural Education Foundation (REF) | Life Line Education Foundation | Citizen Council for Public Education | Womankind Family Enhancement Initiative (WOFEI) | Talent plus Resources International | | |
| Nigerian Union of Teachers | Nigerian Union of Teachers | Youth Empowerment and Human Resource Development Initiatives | Centre for Appropriate Technology for Rural Women (CAPTEC) | Development Support Institute | | |
| Kamala Community Health Development Initiative (Ringim) | Hope for the Village Child | Majejin Mallam Educational Consultancy Services | Royal Health Heritage Foundation (RHHF) | Linking the Youth of Nigeria through Exchange | | |
| Gadawuri Youth Forum (Dutse) | Waje District Association | Turaki Educational Services Ltd | Agents of Change Development Initiative (ACDI) | Health and Sustainable Development Association of Nigeria | | |
| Adolescent Health Information Project (Dutse) | Gown Foundation | Aminu Kano Centre for Democratic Research and Training | Hilltop Foundation | Association for Education and Empowerment | | |
| Miyetti Allah (Dutse) | Youth In Support of Community Empowerment | Samarib Ventures Ltd | | Centre for Health Education Development and Communication | | |
| Hadejia Development Network | FANTSUAM | Inter-Generation Development Initiatives | | Women Protection Organisation | | |
| | | Neighbourhood Education Committee | | Female Leadership Forum | | |
| | | Basic Education Association | | Organization for Non-formal Education Foundation | | |

F. COMMUNICATIONS

| | | | | | | | | | |
|-------|---|---|-----------------------|-------------|---------------|-------------|-------------|-------------|-------------|
| F. 1 | Do you ever read a newspaper? | 1 Yes 2 No ▶ F. 4 | | | | | | | |
| F. 2 | How often do you read a newspaper? 1 Almost every day 2 At least once a week 3 At least once a month 4 Less frequently | | | | | | | | |
| F. 3 | Which newspaper do you read most of the time? | | | | | | | | |
| F. 4 | Do you listen to the radio? | 1 Yes 2 No ▶ F. 10 | | | | | | | |
| F. 5 | How often do you listen the radio? 1 Almost every day 2 At least once a week 3 At least once a month 4 Less frequently | | | | | | | | |
| F. 6 | Where do you listen to the radio? 1 Public area 2 Home (yours or other) 3 Car 7 Other specify _____ | | | | | | | | |
| F. 7 | Which radio station do you listen most of the time? | | | | | | | | |
| F. 8 | Do you prefer to listen to: Rank in order of preference | News | Factual Documentaries | Discussions | Stories Drama | | | | |
| F. 9 | Which time in the day are you more likely to listen to the radio? Tick the boxes that apply | 00.00-03.00 | 03.00-06.00 | 06.00-09.00 | 09.00-12.00 | 12.00-15.00 | 15.00-18.00 | 18.00-21.00 | 21.00-00.00 |
| F. 10 | Do you watch television? | 1 Yes 2 No ▶ F. 16 | | | | | | | |
| F. 11 | How often do you watch television? 1 Almost every day 2 At least once a week 3 At least once a month 4 Less frequently | | | | | | | | |
| F. 12 | Where do you watch television? 1 Public area 3 Home (yours or other) 7 Other specify _____ | | | | | | | | |
| F. 13 | Which radio station do you listen most of the time? | | | | | | | | |
| F. 14 | Do you prefer to watch: Rank in order of preference | News | Factual Documentaries | Discussions | Stories Drama | | | | |
| F. 15 | Which time in the day are you more likely to watch television? Tick the boxes that apply | 00.00-03.00 | 03.00-06.00 | 06.00-09.00 | 09.00-12.00 | 12.00-15.00 | 15.00-18.00 | 18.00-21.00 | 21.00-00.00 |
| F. 16 | In the past three months have you attended some form of community meeting? | 1 Yes 2 No | | | | | | | |
| F. 17 | In the past three months have you heard a town or other public announcement (not on the radio or TV)? | 1 Yes 2 No | | | | | | | |
| F. 18 | In the past three months have you attended any traditional drama / dance / storytelling in the community? | 1 Yes 2 No | | | | | | | |
| F. 19 | Have you heard / read any of the following messages? 1 Never 2 Once 3 More than once | <i>Parents and the communities can have a say in how their schools are run through bodies such as School Based Management Committees</i> <i>The state government wants all members of the community to play a part in giving a good education for children</i> <i>All children will be provided with the opportunity to receive a good education</i> <i>Girls can learn essential skills in school to help give them a good chance in life</i> <i>Schools are becoming safer and better equipped places for all children to learn</i> | | | | | | | |

| | | | |
|-------|---|--|--|
| | | Teachers and head teachers are being given the skills and knowledge to help children learn | |
| | | Education is an essential route out of poverty | |
| | | Children who go to school will get the books and other materials they need to learn | |
| F. 20 | Have you received any information to assist you in carrying out your duties as head teacher? | 1 Yes 2 No ▶ F. 28 | |
| F. 21 | Have you received information on: 1 Yes 2 No ▶ Next | F. 22 | Which was the source of this information? |
| | • School development planning | | 1 LGEA 2 SUBEB 7 Other specify _____ |
| | • School management | | 1 LGEA 2 SUBEB 7 Other specify _____ |
| | • Results of school inspection | | 1 LGEA 2 SUBEB 7 Other specify _____ |
| | • Other specify _____ | | 1 LGEA 2 SUBEB 7 Other specify _____ |
| F. 23 | What information would you like to receive regularly to help you with your job? | Multiple answers are possible. Do not prompt. | |
| | 1 School development planning | 3 Results of school inspection | 1 2 |
| | 2 School management | 7 Other specify _____ | 3 7 |
| F. 24 | Do you provide information to parents and other school stakeholders? | 1 Yes 2 No ▶ F.8 | |
| F. 25 | Have you provided information to parents and other school stakeholders on: 1 Yes 2 No ▶ Next | F. 26 | How did you communicate this information to parents and other school stakeholders? |
| | • School development plan | | 1 SBMC meetings 2 PTA meetings 3 Community meetings 7 Other specify _____ |
| | • School resources and their use | | 1 SBMC meetings 2 PTA meetings 3 Community meetings 7 Other specify _____ |
| | • Student performance | | 1 SBMC meetings 2 PTA meetings 3 Community meetings 7 Other specify _____ |
| | • Other specify _____ | | 1 SBMC meetings 2 PTA meetings 3 Community meetings 7 Other specify _____ |
| F. 27 | What information should you provide to parents and other school stakeholders on regular basis? | Multiple answers are possible. Do not prompt. | |
| | 1 School development plan | 3 Student performance | 1 2 |
| | 2 School resources and their use | 7 Other specify _____ | 3 7 |

Annex B: Selected issues

1. Head teacher: profiles and careers

Head teachers were asked questions regarding their background and career. The top panel of Table B1.1 summarises some personal characteristics. The average head teacher in Lagos was ten years older than her counterparts in the other states – and almost certainly female. Hardly any head teacher in Jigawa and Kano was female. Kaduna is the linguistically most diverse of the five states: as many as 13% of head teachers did not speak the local language and 23% had to learn it. About half of the head teachers did not live in the village or town where the school is located and they needed 20-30 minutes to get to the school on average with the exception of Lagos where head teachers needed almost one hour and a half. A quarter of head teachers in Jigawa and Kano were educated only up to SSCE level and had no professional teaching qualifications.

Table B1.1 Head teacher characteristics (%)

| | | State | | | | |
|----------------------------------|-------------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| PERSONAL CHARACTERISTICS | | | | | | |
| Age (years) | | 43 | 42 | 43 | 45 | 54 |
| Female (%) | | 4 | 20 | 3 | 29 | 90 |
| Speaks local language | Yes, mother tongue (%) | 93 | 64 | 88 | 91 | 80 |
| | Yes, learned (%) | 7 | 23 | 12 | 7 | 13 |
| | No (%) | 0 | 13 | 0 | 2 | 7 |
| Lives in this village / town (%) | | 45 | 48 | 64 | 59 | 60 |
| If not: travel time (min) | | 26 | 26 | 21 | 28 | 85 |
| Level of education (%) | Up to SSCE/WASC | 26 | 13 | 25 | 8 | 0 |
| | NCE/OND/Diploma | 70 | 76 | 71 | 36 | 41 |
| | Degree/HND/Graduate | 4 | 11 | 3 | 56 | 59 |
| Teaching qualification (%) | None | 25 | 10 | 22 | 3 | 0 |
| | Grade II | 13 | 18 | 21 | 17 | 3 |
| | NCE, PGDE, B.Ed./M.Ed. | 62 | 72 | 57 | 80 | 97 |
| CAREER PATH | | | | | | |
| Number of jobs held | | 2.3 | 2.7 | 3.0 | 3.9 | 5.8 |
| Number of years per job | | 9.3 | 6.1 | 6.4 | 6.3 | 5.3 |
| Experience (years) | Teacher | 1.8 | 6.7 | 7.3 | 8.6 | 19.6 |
| | Assistant head teacher | 0.8 | 1.1 | 1.0 | 3.0 | 2.0 |
| | Head teacher | 16.9 | 6.4 | 10.2 | 11.2 | 8.9 |
| Experience (%) | Teacher | 8 | 41 | 38 | 35 | 64 |
| | Assistant head teacher | 4 | 7 | 5 | 12 | 7 |
| | Head teacher | 79 | 39 | 53 | 46 | 29 |
| Experience in this school | Total (years) | 15.3 | 8.3 | 9.3 | 9.8 | 3.0 |
| | As head teacher (years) | 15.1 | 6.9 | 8.1 | 8.7 | 3.0 |
| | As head teacher (%) | 99 | 82 | 88 | 89 | 100 |

The bottom panel of Table B1.1 provides some further background on the career path of head teachers, asking about the jobs they had changed (a job was defined as new even within the same school if the individual had been promoted, for example from being a teacher to being a head teacher). Head teachers in Lagos had changed more jobs but had stayed a year less in their job on average compared to head teachers in Kaduna, Kano and Kwara. In addition, head teachers in Lagos had spent two thirds of their career as teachers; this proportion was about 40% in Kaduna, Kano and Kwara – and only 8% (or less than two years) in Jigawa. Respondents had been in their current schools between 3 (Lagos) and 15 (Jigawa) years – almost exclusively as head teachers.

2. School characteristics

Attendance: The enumerators carried out a headcount and consulted the classroom registers to estimate the absenteeism rate. Table B2.1 shows that – with the exception of Kaduna – the rates were very similar to those observed during the ESSPIN school census validation survey, which had been conducted in a sample of 400 primary schools a month earlier. In particular, the results show that student absenteeism in Class 2 is very high in Jigawa (44%), high in Kaduna and Kano (22-24%) and standard in Kwara and Lagos (12-15%).

Table B2.1 Absenteeism rate in Class 2 by state (%)

| | Absenteeism | State | | | | |
|--------------------------|--------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| ESSPIN community survey | Boys | 45 | 23 | 27 | 13 | 15 |
| | Girls | 42 | 22 | 20 | 11 | 15 |
| | Total, Class 2 | 44 | 22 | 24 | 12 | 15 |
| ESSPIN validation survey | Total, Classes 1-6 | 39 | 37 | 22 | 18 | 15 |

Textbooks: Enumerators were asked to count the number of textbooks in classrooms relative to the number of children present at the time of the visit as an indicator of textbook availability. The ESSPIN school census validation survey had observed classrooms from all classes. Table B2.2 shows that, by comparison, fewer teachers in Class 2 were teaching English and mathematics at the time when the classrooms were visited for the ESSPIN community survey. The two surveys agreed that English and mathematics teaching were less common in Jigawa and Kano.

Conclusions cannot be drawn given the low number of observations (no more than 30 observations of any particular subject in any state). Nevertheless, Table B2.3 confirms the findings of the ESSPIN school census validation survey, namely that the availability of textbooks is very low in Jigawa, Kaduna and Kano but more satisfactory in Kwara and Lagos. Note that the validation survey results averaged over all classes, whereas the community survey results are from a sample of Class 2 classrooms only. This might explain why the availability of English textbooks was much lower than the levels found in the validation survey (while the availability of mathematics textbooks is closer to those levels).

The low number of observations does not permit a comparison (within states) of schools in SESP versus other LGEAs. There is some indication that the availability of textbooks was higher in SESP

LGEAs in Kaduna but that was not the case in Kwara (or Kano where availability was zero). Note that what is measured is the actual availability of the textbook in the classroom: it is possible that some students (or teachers) were given the textbook but chose not to bring it to school that day.

Table B2.2 Subject taught in Class 2 at time of visit (%)

| | State | | | | |
|------------------------------|--------|--------|------|-------|-------|
| | Jigawa | Kaduna | Kano | Kwara | Lagos |
| English | 26 | 34 | 24 | 26 | 34 |
| Mathematics | 12 | 22 | 9 | 31 | 34 |
| Community survey, sub-total | 38 | 56 | 33 | 57 | 68 |
| Validation survey, sub-total | 67 | 80 | 59 | 96 | 81 |
| Social studies | 6 | 8 | 10 | 12 | 0 |
| Basic science | 4 | 9 | 8 | 12 | 10 |
| National language | 2 | 0 | 13 | 0 | 10 |
| Other | 24 | 21 | 36 | 14 | 10 |
| Missing | 26 | 6 | 0 | 5 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 |

Table B2.3 Availability of textbooks in Class 2 by state and subject (%)

| | | State | | | | |
|-------------|-----------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| English | Availability (%) | 1 | 10 | 0 | 32 | 53 |
| | Number of cases | 13 | 30 | 21 | 15 | 10 |
| | Validation survey (%) | 22 | 25 | 22 | 73 | 78 |
| Mathematics | Availability (%) | 10 | 22 | 0 | 65 | 43 |
| | Number of cases | 6 | 20 | 8 | 18 | 10 |
| | Validation survey (%) | 22 | 24 | 17 | 71 | 80 |

Physical conditions: The enumerators were asked to observe the physical conditions of the classroom. According to Table B2.4, which reports the proportion of classrooms that are in good condition and the availability of sufficient seating, these conditions are considerably better in Lagos. The results are in agreement with those observed under the validation survey.

Table B2.4 Classroom physical conditions in Class 2 by state (%)

| | | State | | | | |
|--------------------------|--------------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Classroom conditions (%) | Good | 22 | 13 | 14 | 11 | 28 |
| | In need of minor repairs | 22 | 28 | 35 | 29 | 52 |
| | In need of major repairs | 35 | 51 | 39 | 43 | 21 |
| | Open air | 22 | 9 | 13 | 18 | 0 |
| Sufficient seating (%) | | 19 | 13 | 21 | 21 | 48 |

Table B2.5 shows that physical conditions of the classroom were better in schools where there was an SBMC that had met at least twice during the school year. This was particularly the case in Jigawa and Kano. It is not possible to say whether it is the existence of an SBMC that has helped physical conditions improve or, perhaps more likely, that the underlying conditions in better maintained schools also facilitate the operation of an effective SBMC. This relationship will be followed in the next round of the survey.

Table B2.5 Classroom physical conditions and existence of SBMC (%)

| | Jigawa | | Kaduna | | Kano | | Kwara | |
|--------------------------|---------|------|---------|------|---------|------|---------|------|
| | No SBMC | SBMC | No SBMC | SBMC | No SBMC | SBMC | No SBMC | SBMC |
| Good | 17 | 36 | 14 | 16 | 14 | 28 | 10 | 12 |
| In need of minor repairs | 25 | 12 | 26 | 29 | 35 | 37 | 29 | 27 |
| In need of major repairs | 32 | 46 | 49 | 52 | 34 | 35 | 44 | 45 |
| Open air | 26 | 6 | 11 | 3 | 17 | 0 | 17 | 16 |

3. School fees

Following the Universal Basic Education Act and the equivalent legislation passed at the state level, all fees are supposed to have been abolished. However, it is argued that while state authorities do not impose tuition fees, they have tolerated the imposition of PTA levies. The survey collected information on PTA levies and other fees from both head teachers and parents.

Table B3.1 Fees by state

| According to: | | State | | | | |
|-----------------|-------------------------------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Head teacher | School charges PTA levy (%) | 4 | 34 | 17 | 99 | 0 |
| | Amount charged per year (N) | 2 | 102 | 141 | 333 | – |
| Parent/Guardian | PTA levy paid (%) | 3 | 63 | 22 | 95 | 12 |
| | Amount paid per year (N) | 124 | 119 | 153 | 285 | 632 |
| Head teacher | School charges other fees (%) | 0 | 13 | 14 | 23 | 0 |
| | Amount charged per year (N) | – | 30 | 72 | 122 | – |
| Parent/Guardian | Other fees paid (%) | 0 | 13 | 9 | 38 | 9 |
| | Amount paid per year (N) | – | 162 | 174 | 252 | 1275 |

According to their head teachers, all schools in Kwara, a third of schools in Kaduna and a sixth of schools in Kano charge a PTA levy, as shown in Table B3.1. The responses provided by head teachers and parents on the incidence of the PTA levy and the average amount paid are almost identical except in the case of Kaduna where two thirds of parents claimed that they paid a PTA levy. The fact that schools prefer not to admit the practice suggests that the issue of the PTA levy is more sensitive in Kaduna.

According to their head teachers, 13-14% of schools in Kaduna and Kano and 23% of schools in Kwara also charge other fees. While there is agreement in the relative incidence of extra fees between head teachers and parents, there are differences in the amounts parents confirmed having paid.

In Lagos, about 10% of parents claim that they paid a considerable amount of PTA levies (N630 per year) and other fees (N1275 per year). No school admitted to charging such fees.

4. Socioeconomic status

The community survey collected information from parents or guardians on background characteristics in order to develop an index that distinguishes between poorer and richer households. In line with the UNICEF 2007 Multiple Indicator Cluster Survey, the following proxy characteristics were used:

- number of persons per bedroom
- type of floor, roof and wall
- type of cooking fuel
- source of drinking water
- type of sanitary facility
- access to electricity
- ownership of household assets: radio, TV, mobile phone, phone, refrigerator, watch, bicycle, motorcycle, car and cart

Principal components analysis was used to assign weights to each of these characteristics and obtain a score for each household in the sample. It is assumed that the score captures the underlying long-term wealth and helps produce a ranking of households, from poorest to richest. The wealth index does not provide information on absolute poverty: it is only applicable for the particular data set. The household population was divided into three groups of equal size based on the wealth scores. The analysis was carried out separately for each state.

While the indicator will be useful for comparisons in subsequent rounds (for example, to assess whether children from poorer families were more likely to drop out of school between Class 2 and Class 4 or 5), the following table attempts to make use of the wealth index using this round's data. The upper panel shows how absent students are split between the three groups. As expected, children from the richest tercile tend to be under-represented in the absentee student group in Jigawa and Kano but the relationship disappears in the other states. The lower panel shows the average age of sampled Class 2 students. It would have been expected that children from poorer households would tend to be older, as their parents may be less aware of the need to ensure that they go to school at the right age. However, no such relationship was observed and, in fact, the relationship appeared to be reverse in Kaduna and Kano. In brief, the wealth index does not appear to be related to absenteeism and late age in this sample.

Table B4.1 Absence and age of students by wealth (%)

| | Tercile | State | | | | |
|---------------------------------|---------|--------|--------|------|-------|-------|
| | | Jigawa | Kaduna | Kano | Kwara | Lagos |
| Students not attending (%) | Poorest | 38 | 30 | 31 | 27 | 30 |
| | Middle | 42 | 40 | 43 | 36 | 35 |
| | Richest | 19 | 30 | 25 | 37 | 35 |
| | Total | 100 | 100 | 100 | 100 | 100 |
| Average age of students (years) | Poorest | 6.6 | 7.7 | 7.9 | 7.9 | 8.6 |
| | Middle | 7.5 | 8.1 | 8.1 | 7.8 | 8.2 |
| | Richest | 7.2 | 8.2 | 9.0 | 7.9 | 8.5 |
| | Total | 7.1 | 8.0 | 8.3 | 7.9 | 8.4 |

Annex C: Team members

| Name | Position | Location |
|--------------------|---------------------|----------|
| CSACEFA | | |
| Nosa Aladeselu | Project coordinator | Abuja |
| Wale Samuel | Policy adviser | Abuja |
| Iyeke Onos | Operations | Abuja |
| Mustafa Yakubu | Field manager | Jigawa |
| Abubakar Danlami | Enumerator | Jigawa |
| Bala Usman | Enumerator | Jigawa |
| Habiba Awalu | Enumerator | Jigawa |
| Hussain Magaji | Enumerator | Jigawa |
| Ibrahim Ayuba | Enumerator | Jigawa |
| Jummai Jibrin | Enumerator | Jigawa |
| Muhammed Alhassan | Enumerator | Jigawa |
| Sani A Muhammed | Enumerator | Jigawa |
| Sani Wada | Enumerator | Jigawa |
| Sawi M Aminu | Enumerator | Jigawa |
| Suleiman Sani | Enumerator | Jigawa |
| Mamman Moses | Field manager | Kaduna |
| A D Bitrus | Enumerator | Kaduna |
| Dangiwa N Ujei | Enumerator | Kaduna |
| Faith Irowa | Enumerator | Kaduna |
| Goddey Ilenikhenan | Enumerator | Kaduna |
| Hauwa Dikko | Enumerator | Kaduna |
| Jibril Suleiman | Enumerator | Kaduna |
| Moses Adamu | Enumerator | Kaduna |
| Paul Sambo | Enumerator | Kaduna |
| Regina Ekpo | Enumerator | Kaduna |
| Salamatu Ahmad | Enumerator | Kaduna |
| Theresa Binyat | Enumerator | Kaduna |
| Thomas Joseph | Enumerator | Kaduna |
| Ubong Essien | Enumerator | Kaduna |
| Victoria Adam | Enumerator | Kaduna |
| Yusuf Jatau | Enumerator | Kaduna |
| Kabiru Hamisu Kura | Field manager | Kano |
| Abdullahi Idris | Enumerator | Kano |
| Aisha Halliru | Enumerator | Kano |
| Bello Hassan | Enumerator | Kano |
| Bello Ibrahim | Enumerator | Kano |
| Danladi Saad | Enumerator | Kano |
| Hajara Yahaya | Enumerator | Kano |
| Ibrahim Iliyasu | Enumerator | Kano |
| Kamaludeen Garba | Enumerator | Kano |
| Muhammaed Nurudeen | Enumerator | Kano |
| Muhammed Sani | Enumerator | Kano |

| | | |
|-----------------------|------------------------------------|--------|
| Muhammed Yahaya | Enumerator | Kano |
| Safiyanu Abdullahi | Enumerator | Kano |
| Safiyanu Salisu | Enumerator | Kano |
| Umar Abdullahi | Enumerator | Kano |
| Zakariya Ahmed | Enumerator | Kano |
| Zakariya Uba | Enumerator | Kano |
| Francis Fatoye | Field manager | Kwara |
| Abubakar Usman | Enumerator | Kwara |
| Aderinsola Bolaji | Enumerator | Kwara |
| Adewoye Sunday | Enumerator | Kwara |
| Dada Olanike | Enumerator | Kwara |
| Odedina Seyi | Enumerator | Kwara |
| Osaji Abigail Meka | Enumerator | Kwara |
| Titilope Akosa | Field manager | Lagos |
| Bunmi Namah | Enumerator | Lagos |
| Fayese Bukola | Enumerator | Lagos |
| Folarin Abraham | Enumerator | Lagos |
| Kehinde Kuforiji | Enumerator | Lagos |
| Omoteleola Vera Cruz | Enumerator | Lagos |
| ESSPIN | | |
| Fatima Aboki | Output 4 lead specialist | Abuja |
| Musa Mohammed Hadejia | Access and equity state specialist | Jigawa |
| Hadiza Umar | Access and equity state specialist | Kaduna |
| Nura Usman | Access and equity state specialist | Kano |
| Funke Bolaji | Access and equity state specialist | Kwara |
| Abiodun Fomowola | Access and equity state specialist | Lagos |
| Helen Pinnock | Output 4 specialist | Abuja |
| Caroline Enye | Output 4 specialist | Abuja |
| Richard Hanson | Communications lead specialist | Abuja |
| Gaurav Siddhu | M&E assistant specialist | Abuja |
| Manos Antoninis | M&E task leader | Abuja |