



Transforming Education in Niger State (TENS II) Programme

REPORT ON THE EDUCATION CENSUS

Niger State Ministry of Basic and Secondary Education, Federal Republic of Nigeria



MRL[®]
Public Sector Consultants

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MRL[®] Public Sector Consultants
for the Niger State Ministry of Basic and
Secondary Education



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Produced for **Niger State Ministry of Basic and Secondary Education**,
Federal Republic of Nigeria as part of the Transforming Education in Niger State (TENS II)
Programme by **MRL® Public Sector Consultants Ltd.**

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This document and other information in relation to the TENS II Programme on which it is based are
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Federal Republic of Nigeria



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Deputy Governor of Niger State
Federal Republic of Nigeria



Alh. Abubakar Usman

Secretary to the State Government Niger State
Federal Republic of Nigeria



Rt. Hon. Abdulmalik Sarkin-Daji

**Speaker of the Niger State House of Assembly
Federal Republic of Nigeria**

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Dr. Jonathan Kujamah Wasa
Permanent Secretary
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Additionally, we express our appreciation to the TENS II Committee and the TENS II Technical Team members for their ongoing collaboration and dedication. Their involvement has been key to ensuring that the deliverables, such as, the Education Census, Geo-mapping and Verification exercise, Focus groups interviews, Out-of-school-children, the Nomadic assessment report, the Education Entrepreneurship Strategy and the Stakeholder Management Strategy were successfully delivered.

Special thanks to those who have participated in this process, helping to identify schools and ensure that the necessary buy-in was achieved at the critical stages of the TENS II Programme. We would also like to thank the numerous teachers, students, education secretaries, Local Government Chairmen, and community leaders. Their insights provided a deeper understanding of how to facilitate strong relationships between the stake holders and the programme. Finally, we are grateful to the entire TENS II team for their hard work, professionalism and commitment to achieving the goals of this Programme. Without the collective effort of all involved this report would have not been possible.

A portrait of Dr. Hadiza Asabe Mohammed, an elderly woman with glasses, wearing a colorful patterned headscarf and a pink shawl. She is smiling slightly and looking towards the camera.

Dr. Hadiza Asabe Mohammed
Honourable Commissioner

Ministry of Basic and Secondary Education

Source: MRL® Public Sector Consultants Ltd

Preface

The Education sector in Niger State had long been the focus of numerous interventions, ranging from Government-led initiatives to international aid programmes, all aiming to enhance access to quality education. Over the years organisations such as the United States Agency for International Development (USAID), the UK's Department for international Development, and most recently, the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, have played pivotal roles in addressing some of the State's educational challenges. Each of these interventions has brought unique perspectives and resources to the effort, targeting a broad spectrum of barriers that hinder educational progress. Despite these efforts, several deeply rooted issues persist within the education system in Niger State. These barriers have collectively contributed to making Niger State a focal point for understanding the problems. This highlights the need for ongoing, focused efforts to change the situation and create lasting improvements in the education sector not only in Niger State but nationally.

The purpose of this report is to provide a detailed, qualitative analysis supported by quantitative data based on a comprehensive Education Census of the multifaceted challenges facing Niger state's education system. Through a thorough examination of the problems, this report seeks to emphasise the major challenges within the education system such as, poor infrastructure, insufficient teachers, financial constraints, security concerns, students and parental perception, with the intention, of recommending innovative implementable solutions. The recommendations aim to inform future policy decisions and offer strategic solutions that can effectively address the root causes of the educational crisis in Niger State.

By focusing on both immediate and long term solutions, this report aspires to guide the State Government and it's partners in designing a comprehensive framework that will foster educational quality, it also aims to ensure that Niger State can overcome it's current challenges and serve as a model for educational reform in similar contexts in Nigeria.

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INTRODUCTION





1.1 Programme Overview

This programme overview articulates the vision, mission, specific aim, goals, objectives, scope, and deliverables to be achieved by the Niger State government in transforming the education sector under the helm of 'His Excellency, Mohammed Umaru Bago – the Executive Governor of Niger State based on the **New Vision** for Niger State. The challenges and specific problems in the education sector are highlighted. The current administration recognises the significant deterioration in the education sector and has therefore made education, alongside agriculture and health, the top most priorities in the State under the '**New Niger**'.

The Programme is known as Transforming Education in Niger State (TENS II). The Programme aims to rebuild, transform and ultimately sustain an education system suitable for the 21st Century. The TENS II Programme, whilst an independent initiative, recognises the previous work undertaken in the education sector under the Transforming Education in Niger State (TENS) by MRL[®] Public Sector Consultants Ltd, the University of Cambridge (Faculty of Education and Cambridge Judge Business School), and the Institute for Leadership and Management (ILM), now known as the Institute of Leadership. It must be noted that the TENS II Programme only completed Phase I of three Phases undertaken between November 2015 and December 2018. Unfortunately, the inability of the previous administration to complete the TENS Programme has left the education sector in a deplorable state, requiring urgent attention.

The TENS II Programme is led by the Ministry of Basic and Secondary Education, with support from the following key ministries: the Ministry for Tertiary Education, the Ministry for Budgeting and Planning, the Ministry for Pastoral and Nomadic Affairs, and the Ministry for Communication Technology and Digital Economy. Other ministries include the Ministry for Local Government and Chieftaincy Affairs, the Ministry for Homeland Security, the Ministry of Rural and Community Development, the Ministry of Land and Survey, the Ministry of Youth and Sports Development, the Ministry of Science and Technology, the Ministry of Women Affairs, and the Ministry of Micro, Small and Medium Enterprises. MRL[®] Public Sector Consultants Ltd will support the implementation of the TENS II Programme, overseeing the Programme Management aspect of the various planned initiative and projects.

> 1.4.2 The Vision

The '**New Strategic Vision**' is to improve education across all levels resulting in a transformed education system that benefits all Niger State citizens.

> 1.4.3 The Mission

The Mission is to create an exciting, secure and stimulating learning environment in which all age-appropriate Niger State citizens and members of the school community can grow in confidence, acquire knowledge and skills and develop to their full potential.

> 1.4.4 The Aim

After years of neglect and limited investment, the TENS II Programme aims to improve and transform the state's education system.

As previously highlighted, the Niger State Government is currently propelling a dramatic and rapid education transformation agenda akin to the changes seen in the Agricultural sector through Niger Foods. TENS II is intended to drive this change within the educational system and will demand higher standards, more professionalism and commitment from all within the sector. The aim is, therefore, to improve and transform the standard of education across the State.

Source: MRL® Public Sector Consultants Ltd

Goals of TENS II Programme

The goals of the TENS II Programme are articulated as follows:



To identify the current problems and challenges within the education sector in Niger State.



To develop and implement interventions and initiatives to address the problems and challenges within the sector.



To transform the sector sustainably by improving the educational environment's standard at all levels.



To provide an education, pupil and student experience that will empower recipients by enhancing teachers' skills and improving learning access and outcomes.



To develop mechanisms to continually review and put forward recommendations on the implementation of the curriculum to reflect the needs of pupils and the labour market, such as entrepreneurial skills development and technical skills acquisitions.



To update and review teaching methodologies to ensure best practice and applicability with the National Curriculum for enhanced performance in national examinations across the State.



To identify and implement the required operational and process transformations within the Ministry of Basic and Secondary Education, to effect the desired changes to make the organisation more efficient and effective in undertaking its statutory responsibilities.

1.1.5 TENS II Strategic Objectives

The strategic objectives of the TENS II Programme are stated as:

- To use proven methodologies (examples include PESTLE, SWOT, Gap Analysis, Interviews and Focus Groups with key stakeholders) to conduct an in-depth analysis to identify the problems in the education system.
- To conduct an Education Census to establish the current state of educational provision at all levels in the State.
- To improve the education system such that the enhanced standards of teaching empower pupils and a more refined learning process that addresses the needs of the State. This is based on the Education Census findings, research, interviews and focus groups with key stakeholders.
- To provide a challenging and stimulating pupil and student experience within the educational environment.
- To review and recommend changes to the curriculum that will address current challenges in youth unemployment, such as, entrepreneurial education, skill acquisition and specialisation, more specifically, in engineering, science, technology, agriculture and health.
- To ensure that all pupils in the State have access to quality educational provisions to allow them to reach their potential irrespective of gender, ethnic group, socio-economic background, previous educational attainment and disability.
- To provide a healthy, safe and supportive classroom and school environment.
- To retrain and recruit additional qualified teachers by 2025, especially specialist teachers, to teach in the sciences,



technical subjects, Maths and English.

- To conduct an audit of all employed teachers in the State to obtain up-to-date data to prioritise the needs, address existing short-falls and track teacher deployment.
- To ensure continuing teacher certification and capacity building by attending a compulsory 5-day teacher training programme to commence in 2025.
- To strengthen the provision of quality education through the provision and refurbishment of infrastructure, facilities, furniture and the provision of learning equipment, such as, functioning libraries, science laboratories and instruction materials, i.e., books.
- To develop, implement and monitor a comprehensive school building program across the twenty-five Local Government Areas in the

State.

- To ensure the implementation of adequate financial planning and budgetary management.
- To ensure adequate funding for education planning and school curriculum delivery.
- To make funds available that will guarantee the payment of teacher salaries and associated remuneration benefits, training and Continuous Professional Development (CPD), and the provision of teaching aids and materials such as textbooks, work-books, laboratory equipment and school feeding programmes.
- To build the capacity of education providers.
- To create opportunities for the local community to get involved in contracts such as building, renovations and growing food for the school feeding programme or other related initiatives.

1.1.6 The Values of the TENS II Programme

The TENS II defined values are as follows. The values will develop as the Programme progresses and underpin the core values of the Niger State Ministry of Basic and Secondary Education.

- Placing the pupil and student at the centre of the education system.
- Driving up educational standards and outcomes for students across Niger State.
- Ensuring that students are fully prepared for the future world regarding employment, social integration, and becoming worthwhile citizens.
- Ensuring students develop into resilient individuals capable of responding to an uncertain future.
- Developing as a State by sharing best practices locally with other states of the Federation and internationally with other countries.



Source: MRL® Public Sector Consultants Ltd



1.1.7 Core Deliverables

Core deliverables for this Phase of the TENS II Programme include the following: -

1



A comprehensive Education Census of all educational establishments in the State, both public and private.

4



A report exploring the use of digital technologies for education under the Digital Futures Education Initiative (DFEI).

7



Leadership and field training for various personnel, such as enumerators, Education Administrators, and Education Quality Assurance Officers.

2



A detailed report on the problems within the education sector in Niger State based on insights from the school verification exercise, the Education Census, and the qualitative data collection involving interviews and focus groups.

5



A report with recommendations addressing the issue of Out-of-School Children using the primary data collected to explore further insights.

TENS II

8

A new Logo for TENS II Programme.

3



A report exploring the problems and implementable solutions for Nomadic Education.

6



An Entrepreneurship Education Strategy for the Ministry of Basic and Secondary Education in Niger State.

9



An interactive TENS II Programme Website.

Source: MRL* Public Sector Consultants Ltd



1.2 About Niger State: The Power State

Briefly, Niger State is the largest state in Nigeria. It is popularly known as the 'Power State' due to the location of several of the nation's dams in the State, more specifically Kainji Dam. Located in the North-Central Geo-political zone, the State is divided into three central senatorial districts, which are further divided into twenty-five (25) Local Government Areas (LGA) and two hundred and seventy-four (274) wards.

The State is bordered to the North by Zamfara State, West by Kebbi State, South by Kogi State, South-West by Kwara State, North-East by Kaduna State and South-East by the Federal Capital Territory (FCT). The State also has an international boundary with the Republic of Benin along Agwara and Borgu.



2

TENS II EDUCATION CENSUS

The TENS II Programme has been underpinned by a comprehensive education data collection exercise or school Census to ensure the relevance and effectiveness of its proposed interventions. This Census aimed to collect estimates of key indicators for assessing the status of education provision, delivery and access in the State. The outcomes from the Census are intended to provide valuable data and established baselines for planning for current and future education sector needs.

2.1 The Scope of the Education Census

The Education Census considered existing national and state policies for education and the significant cultural and religious diversity of the State. Additionally, it involved inputs from stakeholders in the State's education sector to understand their strategic priorities and data requirements with a view to incorporating them into the outputs to be delivered by the Census. These were determined in series of meetings with top level management officials from the state's Ministry of Basic and Secondary Education, Ministry of Tertiary Education, Ministry of Budget and Planning and the Ministry of Communication Technology and Digital Economy.

Consequently, the scope of the Census was developed from the lessons learnt from the review of policies on education provision and feedback from stakeholder engagements. Its key elements are described below.

Domain	Description
Geography	The Census was conducted in all schools in all 25 local government areas and 274 wards in the state.
Levels of Education	Schools and institutions at all levels of education were covered during the Census. This included early childcare education centres (ECCDE), primary schools, junior secondary schools, senior secondary schools and tertiary education institutions such as monotechnics, polytechnics and universities.
Institution Ownership	The Census for ECCDE, primary and secondary schools included federal, state and privately-owned schools. At the tertiary level, however, only Niger State government and privately-owned institutions included. These distinctions are based on the recognition that all schools below the tertiary level are in one form or the other subject to the state's education regulatory apparatus. However, at the tertiary level, federally owned institutions are regulated by federal government agencies while the state retains significant regulatory rights over state-owned institutions and privately-owned institutions that are domiciled within its borders.
Type of Education	In addition to schools and institutions for formal education, the Census also targeted faith-based schools and nomadic schools.



2.2 Operational Structure of the Census

A dedicated team of planners, managers and enumerators were setup as part of the TENS II Programme to ensure that the objectives of the Census were attained, and all activities were seamlessly executed. From a logistical perspective, the State was sub-divided into 25 zones that were contiguous with the Local Government Areas and functioned as operational bases for the fieldwork. The activities in these zones were coordinated from the programme office in Minna the state capital.

The coordinating team for the Education Census team was led by the principal consultant for the TENS II Programme and they were directly supported by one consultant and a project support officer. Working closely with this

coordinating team were 25 LGA Team Leads who were responsible for managing Census activities in each of the zones. Each LGA Team Lead was assigned to one zone, and they had an average of 40 enumerators assigned to them, bringing the total number of enumerators to 1,000.

Though an average number of enumerators per LGA has been quoted here, in practice, enumerators were assigned to LGAs in proportion to the number of schools or institutions in those LGAs. Thus, LGAs that had a greater number of schools received more enumerators than those with fewer schools. The LGA Team Lead reported directly to the coordinating team while the enumerators were responsible to LGA Team Leads.

2.3 Education Census Activities

The activities that were undertaken within the scope of the Education Census included the school mapping and verification, enumeration and data collection, and data cleaning, analysis and reporting.

1

2.3.1 School Mapping and Verification

This preceded the enumeration stage of the Census and was characterised by extensive fieldwork to identify every school and institution in the state and capture their geographic coordinates using a GPS device. A group of 100 mappers were trained specifically for this activity and were deployed in teams of four individuals to each LGA in the State.

Enumerators were provided with existing lists of the number, location and types of educational institutions in each LGA and were trained to utilise ground truthing methods to ascertain both the location and existence of all schools and institutions in their assigned LGAs. Each enumerator

was equipped with GPS-enabled devices to record the geographical coordinates of every school or institution that they located. The school mapping and verification exercise was scheduled for two days but in some cases, lasted for as much as four days.

The data that was generated from this activity is to be utilised in the creation of a database that contains the geographic coordinates of all schools and institutions in the state. It also constituted the foundational information layer for collecting school Census data. Further details of the scope, features and outcomes of this activity are presented in separate reports.

2

2.3.2 Enumeration and Data Collection

This stage of the Census involved extensive fieldwork activities. Several teams of enumerators were trained and deployed to schools and institutions in all LGAs in the state to collect education data. The types of data that were collected are described in a later section.

Enumerators were coordinated by the LGA Team Leads at the local government level and were required to locate the schools that had been assigned to them; engage with the headteacher, principal or other school adminis-

trator; conduct the interview using the questionnaire as a guide; and record the responses accurately. They also needed to ensure that all completed questionnaires were duly certified and uploaded to the server.

Data was collected using the Computer-Assisted Personal Interview (CAPI) method. This was accomplished with the aid of mobile devices and the Kobo Toolbox mobile application, which is suited for collecting data in locations where the quality of mobile telephony or internet service is poor or where these networks are non-existent.

2.3.3 Data Processing, Analysis and Reporting

Data that has been collected using the mobile devices were transferred to the Kobo Toolbox cloud server from where it was downloaded in Microsoft Excel format. The data was checked for errors and mistakes during data entry and where these errors were found, corrective action was taken. These actions included programme staff contacting responsible enumerators or respondents for clarification or in extreme cases, repeating the data

collection process for that unit.

Data was tabulated and analysed in Microsoft Excel. Data analysis was guided by a detailed data tabulation plan that defined indicators of interest and their associated Census variables. The final report was developed following tabulation and analysis.

2.4 The Census Questionnaire and Dataset

Data was collected using four questionnaires. There was a questionnaire for Early Childcare Development Education (ECCDE) and Primary schools, Junior and Senior Secondary schools,

Nomadic schools and Tertiary institutions.

The various questionnaires are appended to this report.

The following modules were included in the various questionnaires:

ECCDE and Primary Schools

- School Information Panel
- Student Demographics
- Student Enrollment
- Student Performance
- Teacher Information
- Funding
- Classrooms/Offices
- Water and Sanitation
- Other School Buildings & Facilities
- ICT
- Electricity
- Security.

Junior and Senior Secondary Schools

- | | |
|----------------------------|---------------------------------------|
| ■ School Information Panel | ■ Hostels (where applicable) |
| ■ Student Demographics | ■ Water and Sanitation |
| ■ Student Enrollment | ■ Other School Buildings & Facilities |
| ■ Student Performance | ■ ICT |
| ■ Teacher Information | ■ Electricity |
| ■ Funding | ■ Security. |
| ■ Classrooms/Offices | |

Nomadic Schools

- | | |
|----------------------------|---------------------------------------|
| ■ School Information Panel | ■ Hostels (where applicable) |
| ■ Student Demographics | ■ Water and Sanitation |
| ■ Student Enrollment | ■ Other School Buildings & Facilities |
| ■ Student Performance | ■ ICT |
| ■ Teacher Information | ■ Electricity |
| ■ Funding | ■ Security. |
| ■ Classrooms/Offices | |

Tertiary Institutions

- | | |
|----------------------------|---------------------------------------|
| ■ School Information Panel | ■ Hostels (where applicable) |
| ■ Student Demographics | ■ Water and Sanitation |
| ■ Student Enrollment | ■ Other School Buildings & Facilities |
| ■ Student Performance | ■ ICT |
| ■ Teacher Information | ■ Electricity |
| ■ Funding | ■ Security. |
| ■ Classrooms/Offices | |

A photograph of a school building with a corrugated metal roof and a large tree in the background. The building has a light-colored wall and a dark door. There are some windows with wooden shutters. The foreground is a grassy field.

The resulting datasets encompassed a range of variables that included demographic details such as the distribution of students by gender; student enrollment, admission, attendance and retention; and student performance. It also provided information about the population and gender distribution of teachers, their qualifications and their distribution across the local government areas in the State. Included in the dataset is information on the availability and conditions of education infrastructure including school buildings such as classrooms, offices, laboratories and hostel. The dataset further provides information on school amenities like toilets, electricity supply, water and sanitation facilities and security provision.



2.5 Limitations

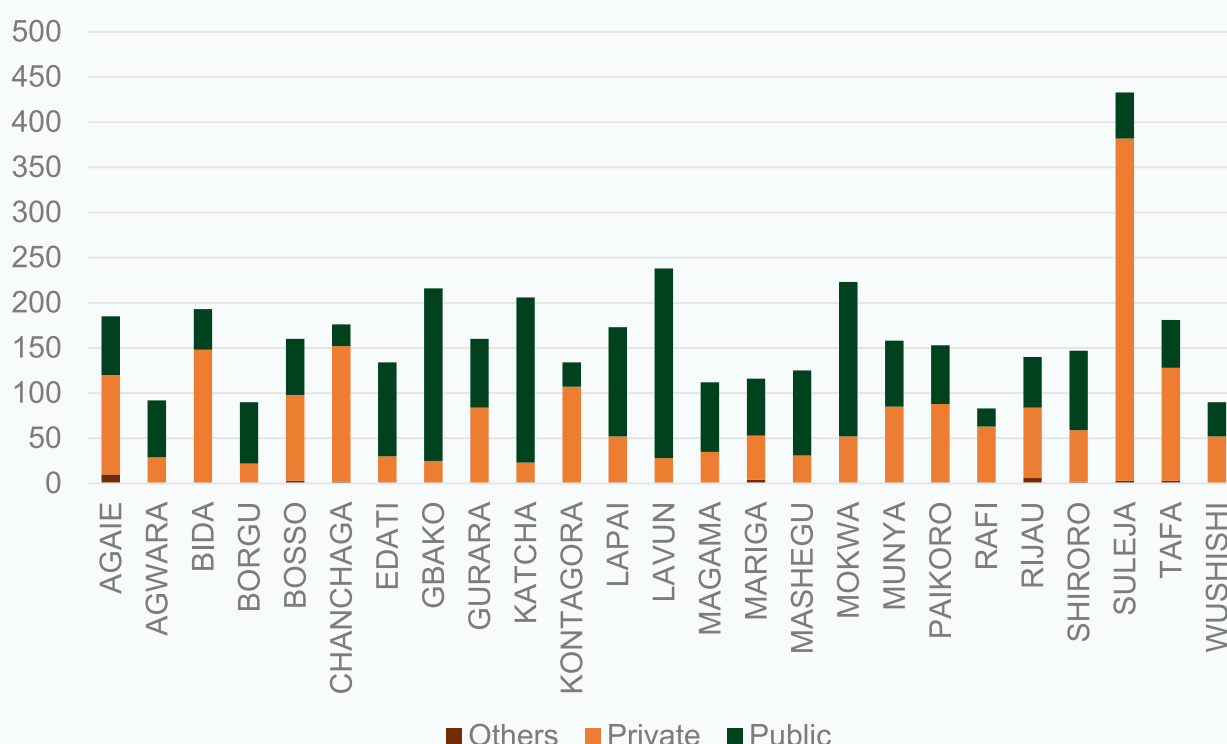
- The Census was conducted just before schools in the State went on vacation at the end of the school year. In fact, some schools had already commenced vacation at the time enumerators visited. Data had to be collected by calling the principals through the Education Secretaries. In these circumstances the data collected was based on the verbal information gathered. This issue occurred for a limited number of schools in the rural areas.
- Security issues caused by banditry in several locations meant that schools in those locations could not be easily accessed by enumerators. Several of them have still not been accessed with this issue particularly severe in LGAs like Borgu and Wushishi.
- Several religious schools across the State do not maintain accurate records of student enrollment and have therefore, provided approximate enrollment data. This has been mainly observed among private Islamiyya and Tsangaya school.
- Some enumerators were unable to effectively utilise the data collection technology and required extensive support from the projects technical team to fulfil their responsibilities. This mainly impacted the collection of GPS data for the schools but was remedied by the intervention of team leads at the LGA level who reviewed the data and organised for recollection where necessary.

A list of these specific wards are included in the comprehensive TENS II Verification Report.

3. RESULTS: ECCDE AND PRIMARY SCHOOLS

4,118 schools completed the ECCDE and Primary schools' Education Census survey and provided enrollment data. There were responses from schools in each of the 25 LGAs, but slightly over one-tenth of the survey were completed by schools in Suleja. The least number of surveys were received from Rafi (83). Despite the issues the enumerators faced accessing private schools, nearly half the responses (48 per cent), were from private schools.

Figure 1 Number of Schools per LGA by Ownership



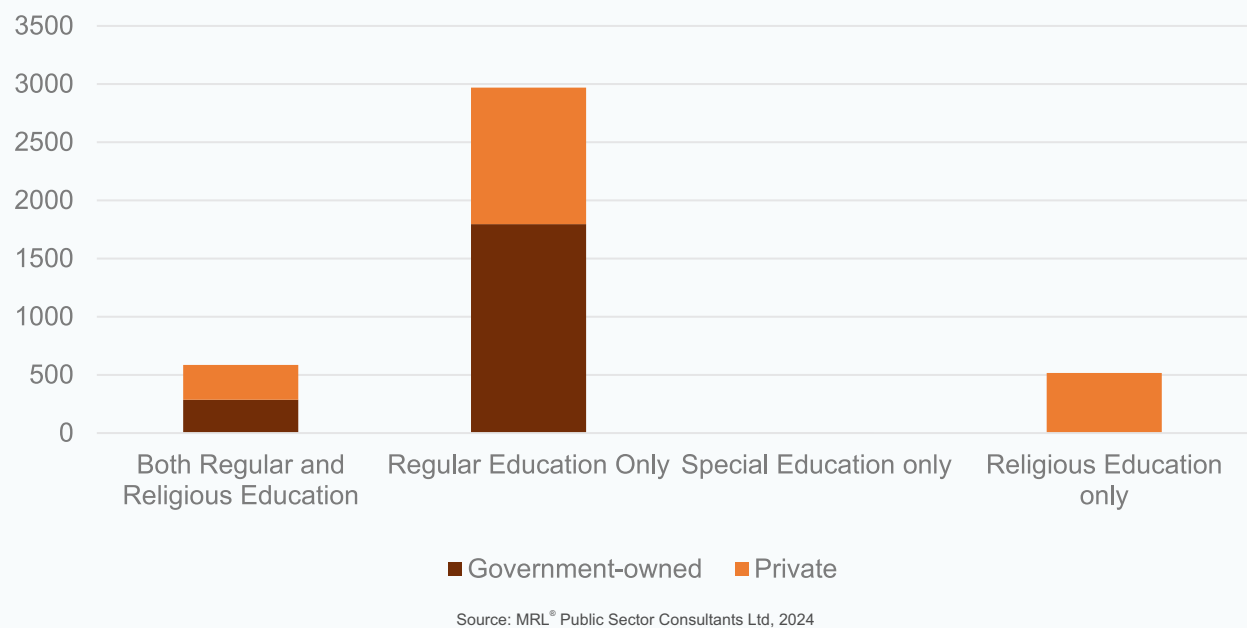
Source: MRL® Public Sector Consultants Ltd, 2024

Responding schools belonged to four categories including those that provide regular education only, those that provide religious education only, those that provide special education only, and those that provide both regular and religious education (integrated schools). While the Census made provision for a fifth category of schools that provide both regular and special education, none of the responding schools were included in this category.

A significant majority of schools provide regular

education only as these comprised 73 per cent of schools. Schools that provide both regular and religious education made up 14 per cent of the total while those providing religious education only were 13 per cent of the total. Furthermore, the data indicates that all the schools that exclusively provide religious education are privately-owned as were 51 per cent of schools that provide both regular and religious education. Meanwhile, there is a 61 per cent to 31 per cent split between regular government-owned and regular private schools respectively.

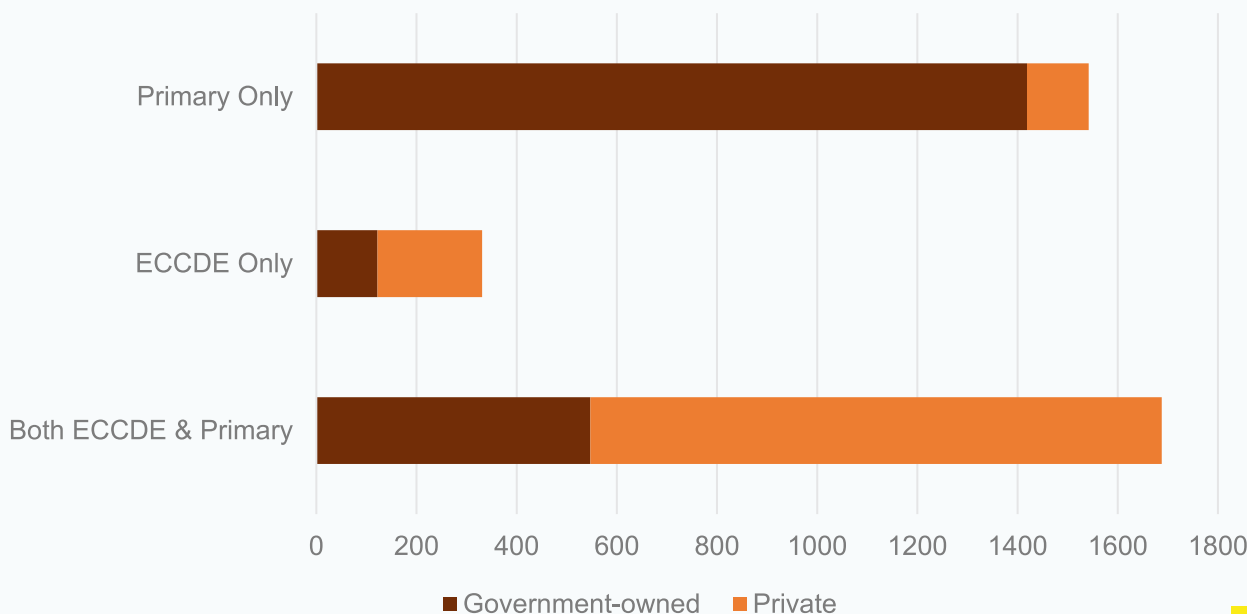
Figure 2 Government-owned and Private Schools by Education Provision



The schools that responded were placed in three categories according to the level of education provided. These included schools that provide Early Childcare Development Education (ECCDE) only, those that provide Primary education only, and those that provide both ECCDE and Primary education. This categorisation has necessarily excluded religious-only schools as they rely on an alternative curriculum and grading system. As a result, the total number of schools in the

three categories outlined above came to 3,561. Schools providing primary level education only comprised 43 per cent of this total while those that provide ECCDE education only comprised 9 per cent of the total. Combined ECCDE and primary schools made up the greatest proportion of the total with 47 per cent. Private schools had the highest number of combined ECCDE and primary schools (1,141) while government-owned schools had the highest number of primary only schools (1,419).

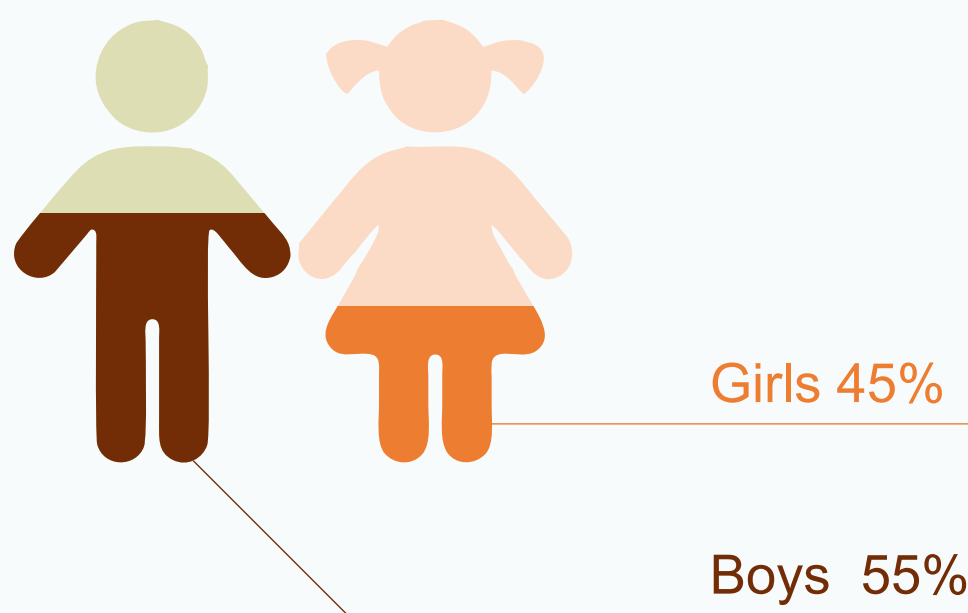
Figure 3 Government-owned and Private Schools by Education Level



3.1 Number of student enrollments by LGA, gender and school type

In the school year 2023-2024, responses from the Education Census indicated that there were 716,175 students enrolled in the ECCDE and Primary level schools in Niger State. Of these students, 396,886 were boys and 319,289 were girls; with the per cent age of girls (45 per cent) less than that of boys (55 per cent).

Figure 4 Gender Share of Enrollment in ECCDE and Primary Schools



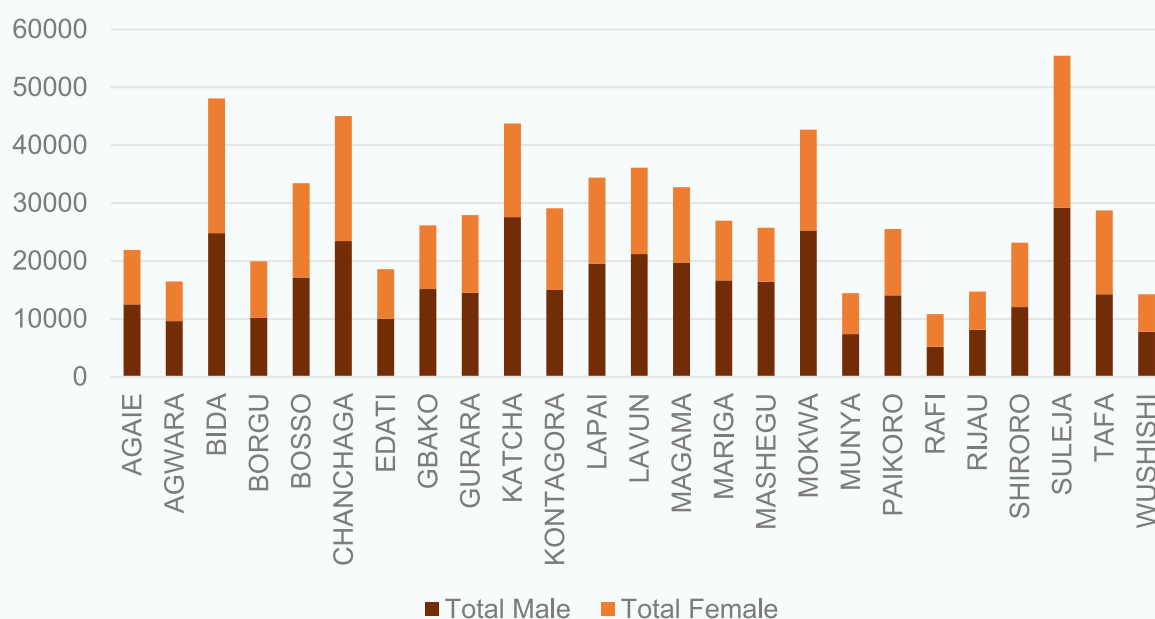
Source: MRL® Public Sector Consultants Ltd, 2024

As Figure 4 shows, the gender split between boys and girls in ECCDE and primary-level schooling is approximately 55:45. This gender split is not homogenous across Niger State, and some Local Government Authorities (LGAs) reported a higher or equal proportion of girls enrolled in primary education. For instance, the data from Rafi LGA showed that the enrollment of girls was slightly above 50 per cent of total enrollment, while Tafa LGA had an even split among boys and

girls. Meanwhile, LGAs with notably lower proportions of girls enrolled in ECCDE and primary education included Katcha (37 per cent), Mariga (38 per cent) and Mashegu (36 per cent).

Suleja recorded the largest ECCDE and primary education enrollment, 55,459 children, and a narrower gender split than the State average (53:47). At the other extreme is Rafi, which recorded the lowest number of children enrolled in ECCDE and primary schools, 10,841, with a gender split of 48:52.

Figure 5 ECCDE and Primary School Enrolments by Gender

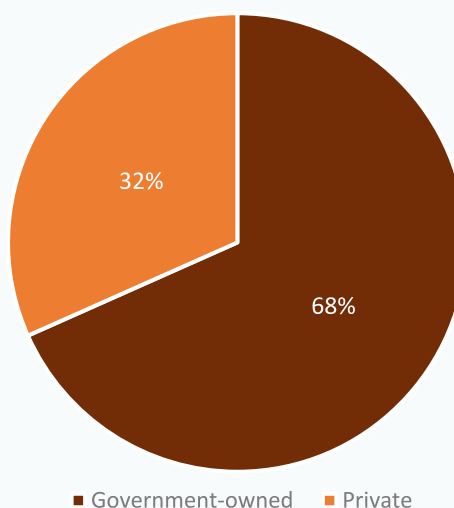


Source: MRL® Public Sector Consultants Ltd, 2024

In this survey, ECCDE and primary school students attend schools owned by either the State or by private individuals and organisations. As indicated in Figure 6 below, 68 per cent of the

children are enrolled in a public, state-owned primary school, and 32 per cent attend a private primary school.

Figure 6 Primary School Enrolment by School Ownership



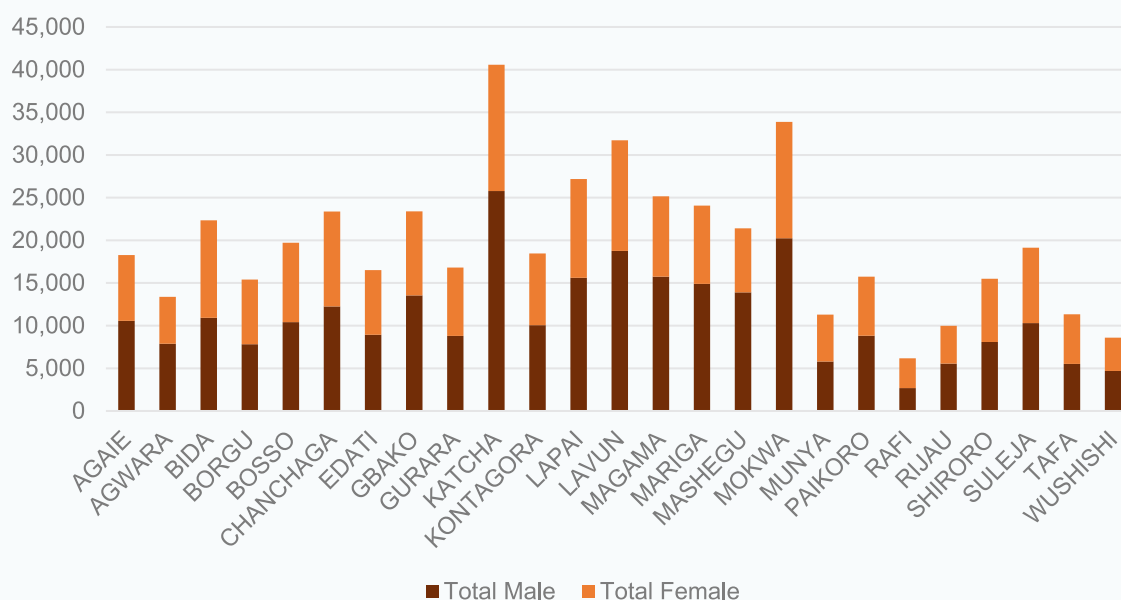
Source: MRL® Public Sector Consultants Ltd, 2024

This divide is also not homogenous across the LGAs. The data recorded indicated that some LGAs had over 80 per cent of the children attend a state-owned primary school, including Agaie (83 per cent), Agwara (81 per cent), Edati (89 per cent), Gbako (89 per cent), Katcha (93 per cent),

Lavun (88 per cent), Mariga (89 per cent) and Mashegu (83 per cent). However, over 50 per cent of those enrolled attend a private primary school in Bida (54 per cent), Suleja (66 per cent) and Tafa (61 per cent).

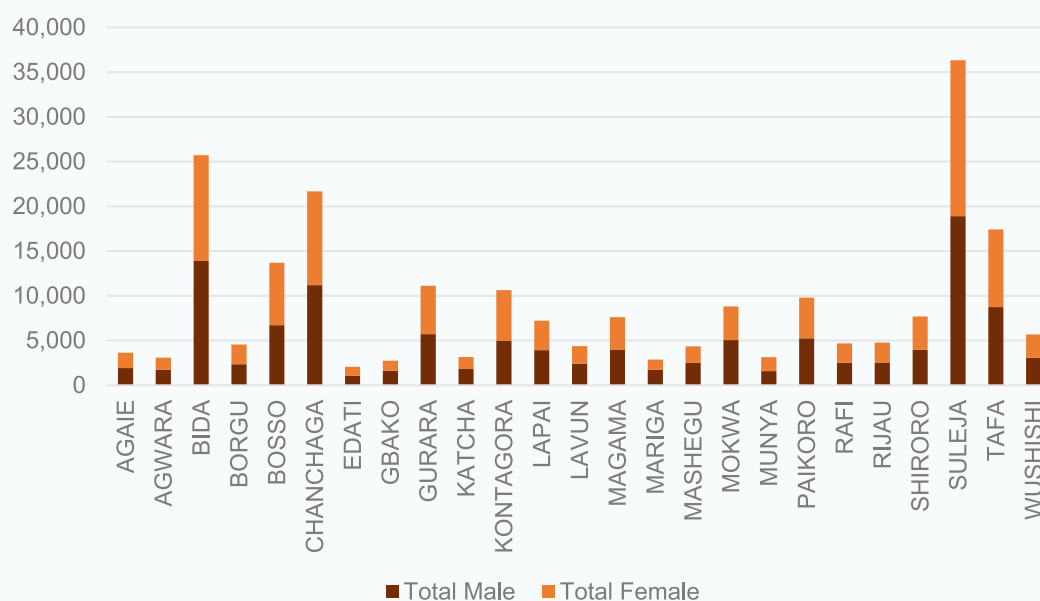
Figures 7 and 8 below highlight these variations in enrollment according to the ownership of schools across the LGAs and also according to gender.

Figure 7 Government owned ECCDE & Primary school enrolments by gender



Source: MRL® Public Sector Consultants Ltd, 2024

Figure 8 Enrollments in private ECCDE and Primary Schools by gender



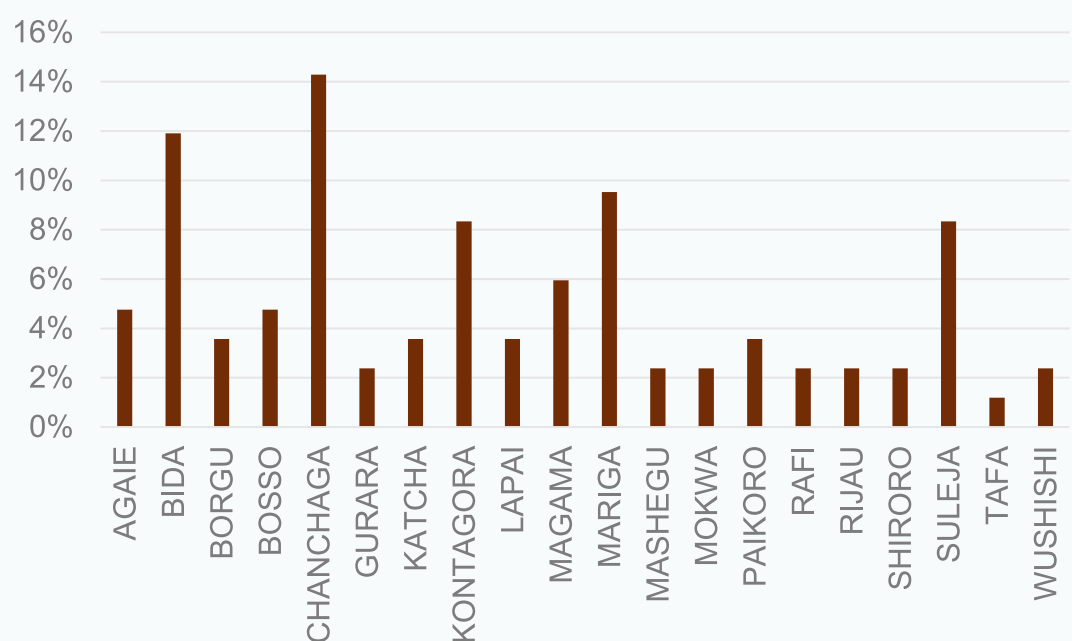
Source: MRL® Public Sector Consultants Ltd, 2024

Based on the results of the Census, the average of number of students per school in Niger State is 199, with this average falling to 154 in private schools and rising as high as 234 in government-owned schools. This figure is not homogenous across LGAs and ranges from a minimum of 125 students per school in Gbako to a maximum of 383 students per school in Kontagora. For private schools, it ranges from 101 students per school in Suleja to 258 students per school in Agwara, while among government-owned schools, the range is from 122 students per school in Gbako to 974 students per school in Chanchaga.

It is also pertinent to consider trends in enrollment among individual schools. This particular analysis

considered schools where the total enrollment is greater than or equal to 1,000 students (1,000 was selected for convenience). There are a total of 84 schools in this category, representing just over two per cent of the overall number of schools. However, these schools account for nearly one-fifth (18 per cent) of the total ECCDE and primary enrollment in the State. Additionally, a total of 20 LGAs are represented in this sample of schools, but four of them (Bida, Chanchaga, Kontagora and Suleja) account for 43 per cent of the schools on the list and 40 per cent of the enrollment. It is also important to note that 95 per cent of these schools are government-owned, and these account for 96 per cent of the enrollment in this cohort of schools.

Figure 9 Schools with Enrollment >999 Students



Source: MRL® Public Sector Consultants Ltd, 2024

Furthermore, student per school ratio for these schools is 1,562 students per school. Schools in Wushishi LGA have the least students-to-school ratio of 1,124 while those in Katcha LGA have the highest of

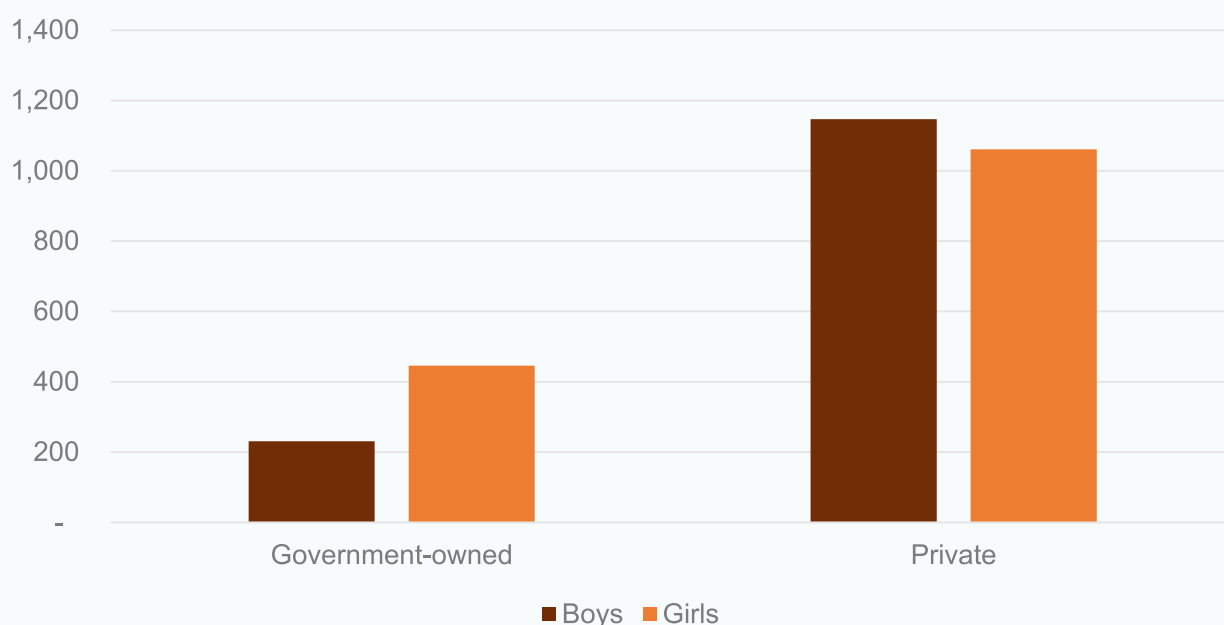
2,345 students per school. These are significantly greater than the overall state average of 199 and the overall LGA minimum and maximum averages of 125 (Gbako) and 383 (Kontagora).

3.2 Net Transfers into and out of Schools

The data on net-transfers (transfers into schools minus transfers out of school) was also captured and revealed that amongst the schools surveyed, there was net transfer of 2,885 children into schools than out of them, across the whole State. Among the LGAs, Suleja recorded the highest positive net transfer (transfer into schools) of 1,506. Nine LGAs had a negative net transfer (transfer out of schools) with

Agaie recording the highest value of 358. Net transfers into private schools were over three times greater than into government-owned schools, as 2,208 children joined private schools compared to 667 that joined government-owned schools. Additionally, there were slightly more girls (1,507) on the move compared to boys (1,378).

Figure 10 Net Transfers by Ownership and Gender



Source: MRL® Public Sector Consultants Ltd, 2024

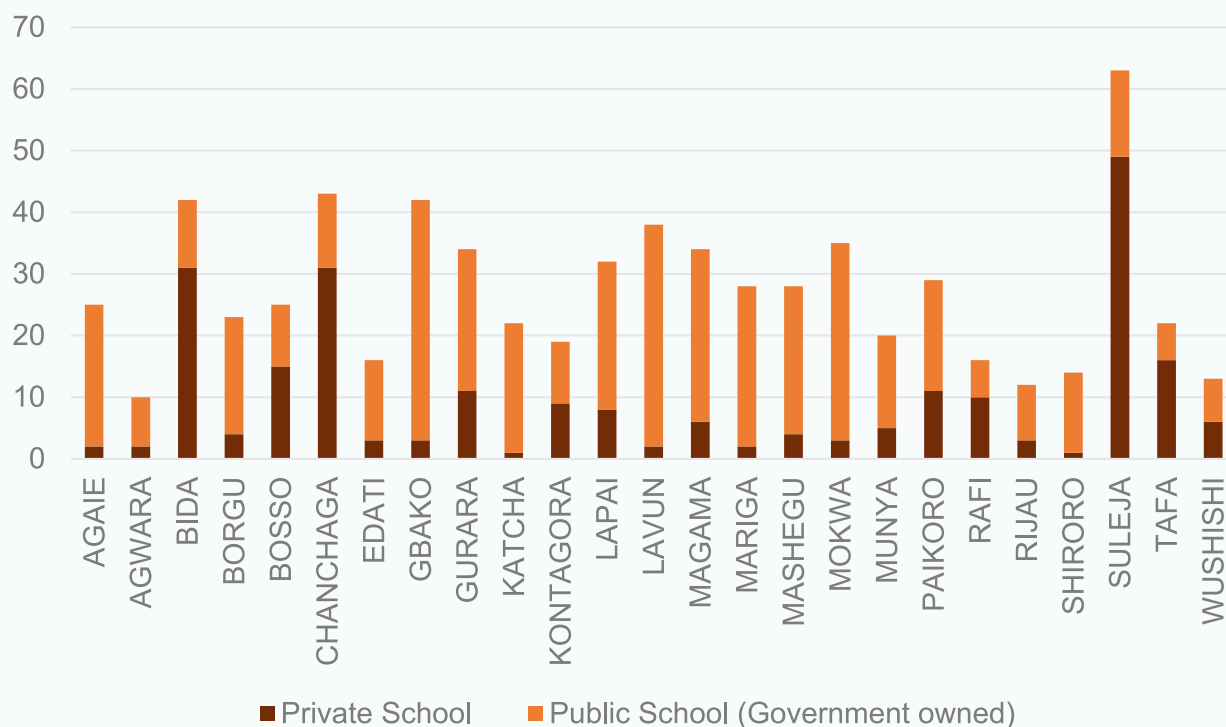
Source: MRL® Public Sector Consultants Ltd

3.3 Provision of Special Educational Needs and Disability

In this survey, 685 schools reported that they had a child with Special Educational Needs and Disability (SEND). Figure 11 below illustrates the number of schools reporting having a SEND student in the different LGAs, by school ownership. The figure above represents only 19 per cent of schools in the State

reporting the enrollment of children with SEND. Comparing private and government-owned schools indicated that the per cent age of private schools reporting that they had a child with SEND was slightly less (16 per cent) than that of government-owned schools (21 per cent).

Figure 11 Number of Schools with SEND Students



Source: MRL® Public Sector Consultants Ltd, 2024



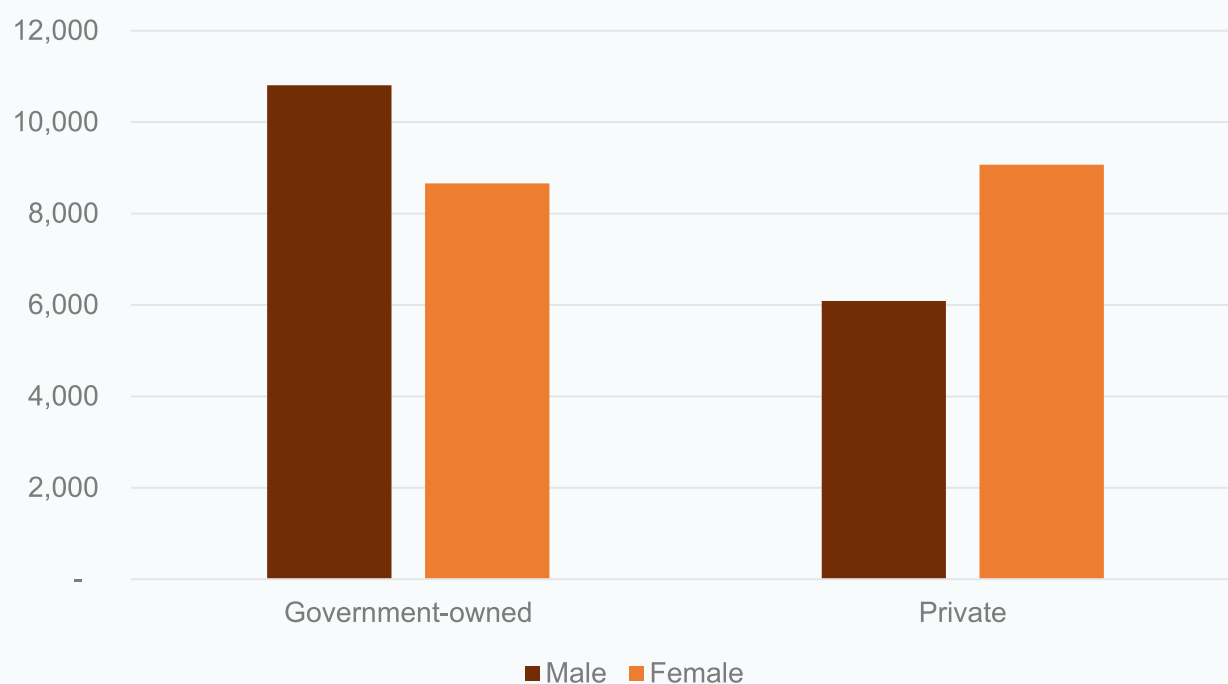
Source: MRL® Public Sector Consultants Ltd

3.4 Permanent Teacher Population

The results of the Census indicated that there are a total of 34,625 permanent teachers in ECCDE and primary schools in Niger State. More than half of these teachers (56 per cent)are employed in public schools, while 44 per cent are employed in private schools. Regarding gender, there are slightly more female teachers (51 per cent) than male teachers (49 per cent),though there were noticeable variations depending on the type of school. Public schools generally had more male teachers (56 per cent) than female ones, while private schools employed more permanent female teachers (60 per cent).

Average teachers per school was calculated by taking the reported total of permanent teachers and the total number of schools. The results indicated that the average number of teachers per school in Niger State is 10. This value also varied across LGAs where Gbako, with four teachers per school, had the lowest average and Chanchaga with 20 teachers per school had the highest. The same trend was also observed for government-owned schools where the number of teachers per school in Chanchaga increased significantly to 70 while that of Gbako remained at four teachers per school. In private schools, Agwara and Gbako had the lowest number of teachers per school (5) while Shiroro had the highest number of teachers per school (15).

Figure 12 Number of Permanent Teachers by Gender



Source: MRL® Public Sector Consultants Ltd, 2024

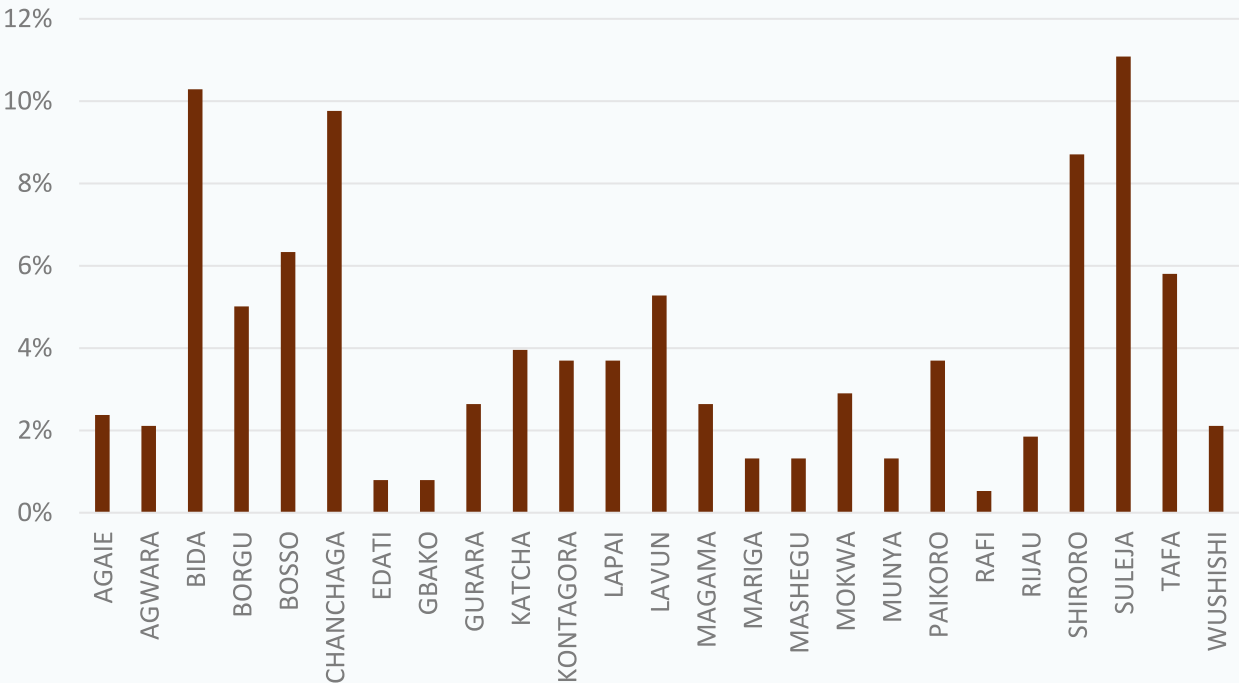
The student-teacher ratio was also calculated by taking the total number of enrolled students and the total number of permanent teachers. The results revealed a relatively modest student-teacher ratio of 20.7 in the State. However, this is offset by ratios as high as 48.4 in Mariga and 36.9 in Mashegu. Much lower ratios are found in LGAs such as Shiroro and Suleja which had the least values of 11.5 and 12.3 respectively. The student-teacher ratio for govern-

ment-owned schools was 25.1, which is higher than that of the State. Mariga also had the highest ratio among LGAs with a student-teacher ratio of 58.9. In this instance, it was followed by Kontagora with a ratio of 53.7. The lowest student-teacher ratio for government-owned schools was observed in Borgu LGA with a ratio of 12.6 and it was followed by Shiroro with a ratio of 12.7.

The analysis also considered teacher population trends at the individual schools level, based on the number of schools that have more than 20 teachers. There are a total of 379 schools in this category representing 11 per cent of the total number of schools reported by the Census. These schools have a total of 13,528 permanent teachers which represents 47 per cent of the total population of teachers recorded by the

Census. In a similar vein to the assessment of schools with high enrollment, the data here also highlighted Bida, Chanchaga and Suleja as containing in total a disproportionate per cent age (31 per cent) of these schools that have 20 or more teachers. Unlike the data on enrollment, however, all LGAs are represented in this cohort.

Figure 13 Schools with Teacher Population >20



Source: MRL® Public Sector Consultants Ltd, 2024

Government-owned schools are also the majority in this cohort and they represent 65 per cent of schools that have 20 or more teachers. Additionally, 71 per cent of the teachers in this cohort are employed in government-owned schools. The number of teachers per school ranges from a minimum of 20.7 in Gbako LGA to a maximum of 55.9 in Chanchaga LGA. At the

state level, the average teacher-per-school ratio for schools with 20 or more teachers is 35.7. Once again, these values are notably higher than the averages for the state overall.

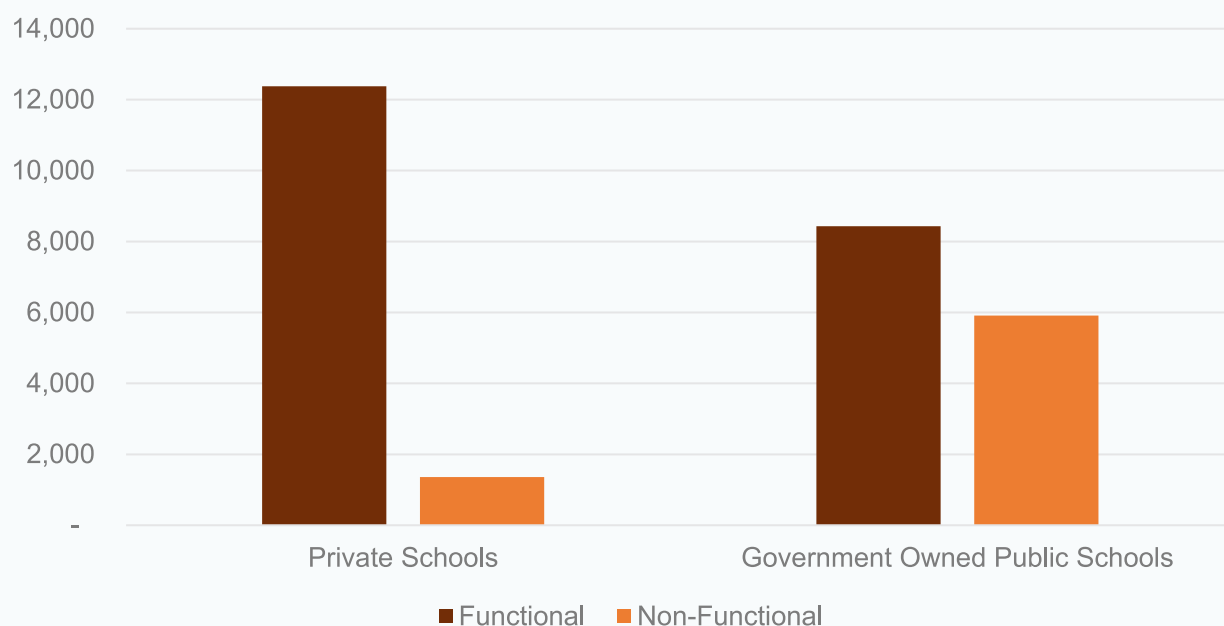
3.5 Functional and non-functional classrooms

Results from the Census indicated that there are a total of 28,075 classrooms in government-owned and private ECCDE and primary schools. A slightly greater proportion of these classrooms are found in government-owned schools (51 per cent) while classrooms in private schools account for 49 per cent of the total. Furthermore, just over a quarter of the total number classrooms are categorised as non-functional or out of use due to significant damage with only 74 per cent of classrooms available for school activities. More specifically, public schools have only 59 per cent of their classrooms categorised as functional. In private

schools, the proportion of functional classrooms notably increases to 90 per cent.

Suleja LGA has the highest number of classrooms in the State (3,783) and the highest number of functional classrooms (3,356). Meanwhile, Bida LGA has the highest proportion of functional classrooms, with 90 per cent of its classrooms categorised as functional. Besides Lavun LGA, which has only 33 per cent of classrooms categorised as functional, all other LGAs had functional classroom rates above 60 per cent.

Figure 14 Functional vs Non-functional classrooms in ECCDE & Primary schools, by school ownership



Source: MRL® Public Sector Consultants Ltd, 2024

Classroom sizes have been calculated by taking the number of classrooms and student enrollment numbers. The results indicate a ratio of 34.4 students to one classroom in the State. This figure significantly increases to 58.0 students per classroom when only government-owned schools are considered and decreases to 18.3 for private schools only. Analysis at the LGA level

reveals even more dramatic results as the student-classroom ratio increases to 87.9 overall in Mariga LGA, although figures are much lower in Suleja, which has the best ratio of 16.5 overall. Mariga also has the worst student-classroom ratio for government-owned schools (161.6), while Agwara has the worst ratio with 44.2 for private schools. Rafi LGA has the best student-

classroom ratio for government-owned schools (26.0), while Suleja has the best ratio for private schools (12.0).

The average number of functional classrooms per school has also been calculated. The results indicate that there are 7.8 functional classrooms per school in Niger State. This value is not homogenous across LGAs and ranges from a minimum of 4.1 functional classrooms per school in Gbako to a maximum of 13.4 functional class-

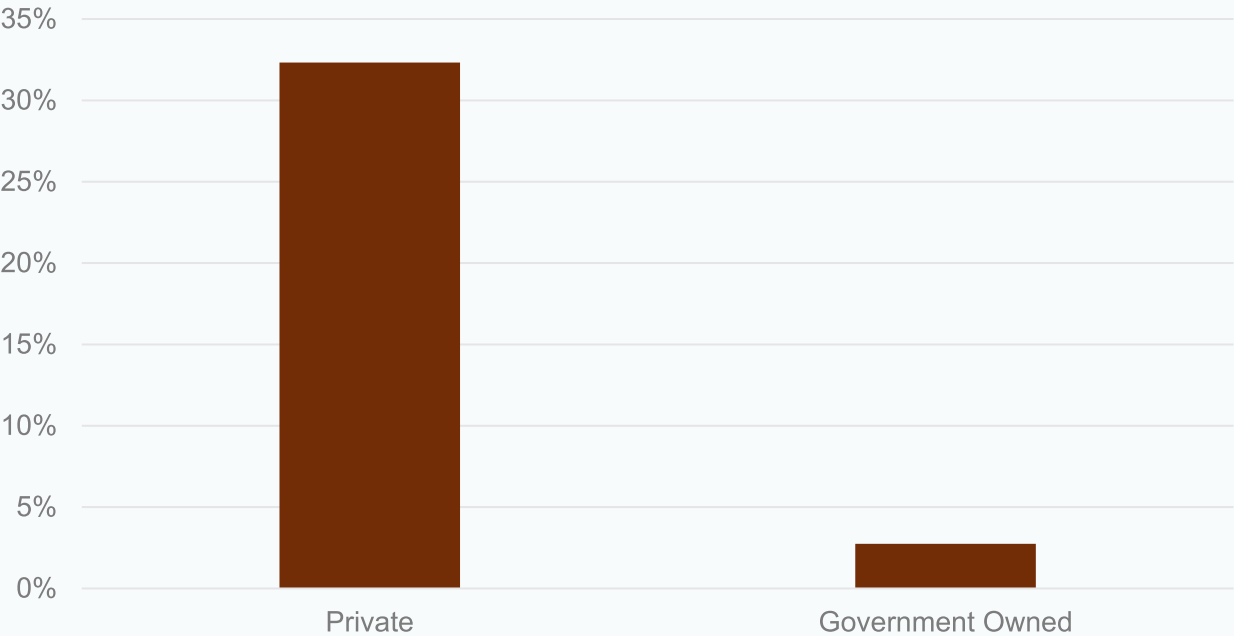
rooms per school in Chanchaga. Among government-owned schools, the number of functional classrooms per school reduces to 4.0. This figure also varies across LGAs and ranges from a minimum of 2.3 functional classrooms per school in Gbako and Mariga but increases to 22.8 in Chanchaga. Rafi has the lowest functional classrooms per school ratio of 4.7 among private schools, while Shiroro has the highest ratio of 11.1.

3.6 Computers for Teaching and Learning

The number of ECCDE and Primary Schools that indicated the availability of computers for teaching and learning is 639, representing 16 per cent of the total number of schools. When related to the total number of government-owned and private schools, only three

per cent of government-owned schools and 32 per cent of private schools have computers for the students. Among those that have computers, approximately nine per cent are government-owned, while the rest are private schools.

Figure 15 Proportion of schools with computers by ownership



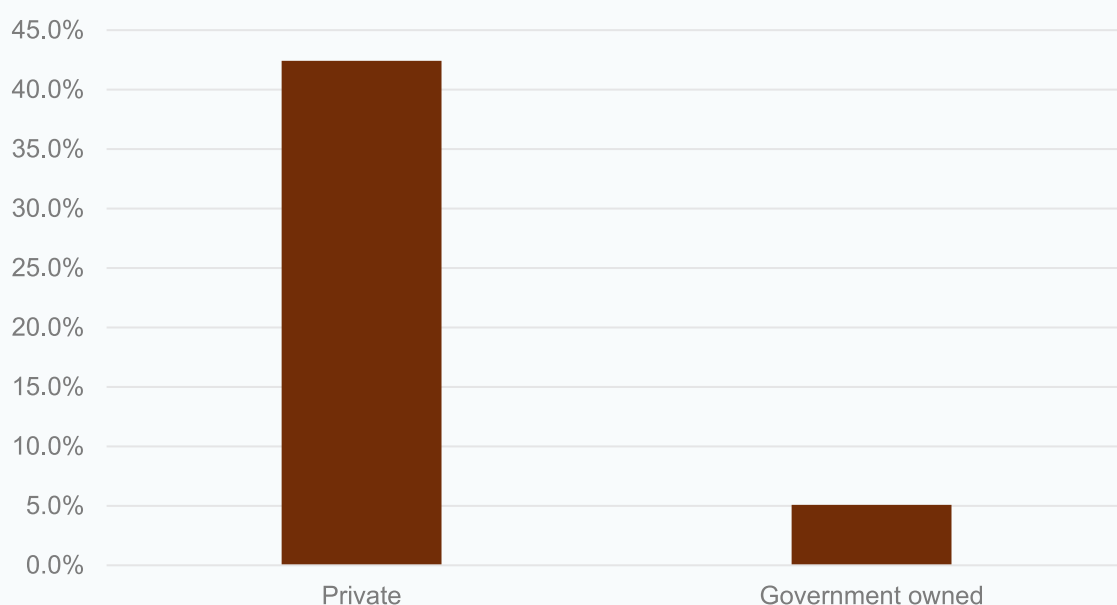
Source: MRL® Public Sector Consultants Ltd, 2024

3.7 Electricity Supply

Only 22 per cent of ECCDE and primary schools have access to electricity. Of these, 13 per cent are government-owned schools, while private schools account for 87 per cent. When related to the total number of government-owned and private schools, only five per cent of government-owned schools and 42.4 per cent of private schools are connected to a source of

electricity. The most common source of electricity among connected schools is the national grid. 80 per cent of connected government-owned schools and 73 per cent of private schools reported that they were exclusively linked to the national grid as their primary source of electricity.

Figure 16 Proportion of schools with electricity, by ownership



Source: MRL® Public Sector Consultants Ltd, 2024

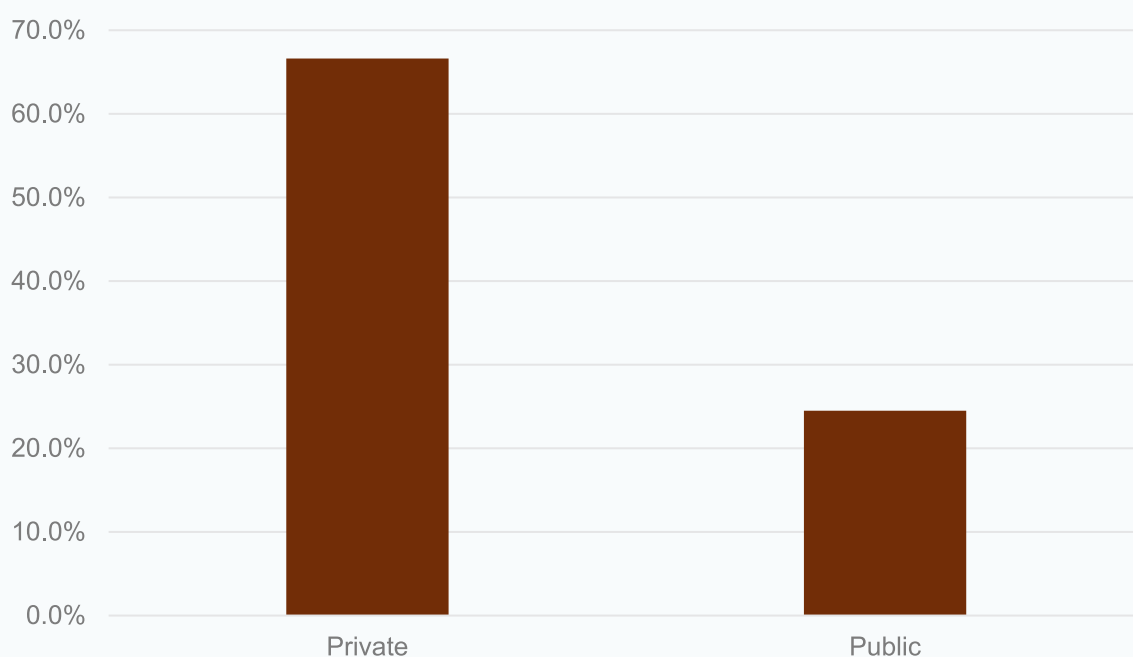
3.8 Toilet and Handwashing Facilities

A total of 1,721 schools reported that toilets were available within the school premises, and significantly more than half of these schools were private schools (69 per cent). Meanwhile, only 25 per cent of government-owned schools reported that there were toilets within the premises, while the corresponding figure for private schools was 67 per cent. Overall, 44 per cent of all responding schools indicated that toilets were available within the premises.

Among the LGAs, Suleja had the highest number of

schools with toilets (322), and it was followed by Bida (158) and Chanchaga (141). Rijau had the least number of schools with toilets with only 17 schools reporting their availability on the premises. Additionally, Suleja had the lowest proportion of government-owned schools with toilets, as only six per cent of these schools had toilets on the premises. Gbako, on the other hand, had the greatest proportion of government-owned schools with toilets with 82 per cent of its schools reporting that toilets were available on their premises.

Figure 17 Proportion of schools with toilets, by ownership



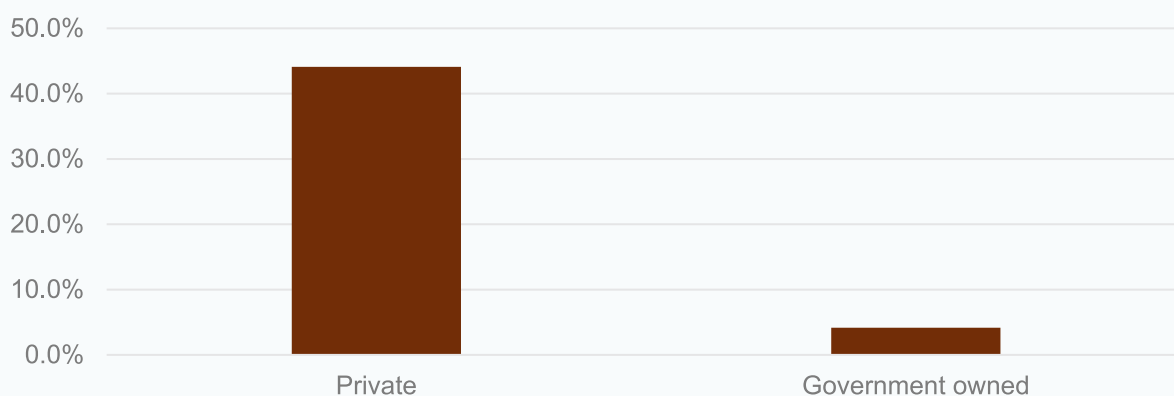
Source: MRL® Public Sector Consultants Ltd, 2024

3.9 Security and Safety in Schools

The Census assessed the availability of key infrastructure for security and safety in schools. 880 schools reported the presence of a fence with a lockable gate, representing 22 per cent of the total number of reporting schools. However, 90 per cent of these schools were privately owned, as only 89

government-owned schools had a fence with a lockable gate. Furthermore, only 129 government-owned schools had security personnel available in the school while 576 private schools reported the presence of security personnel.

Figure 18 Proportion of schools with perimeter fencing and manned security



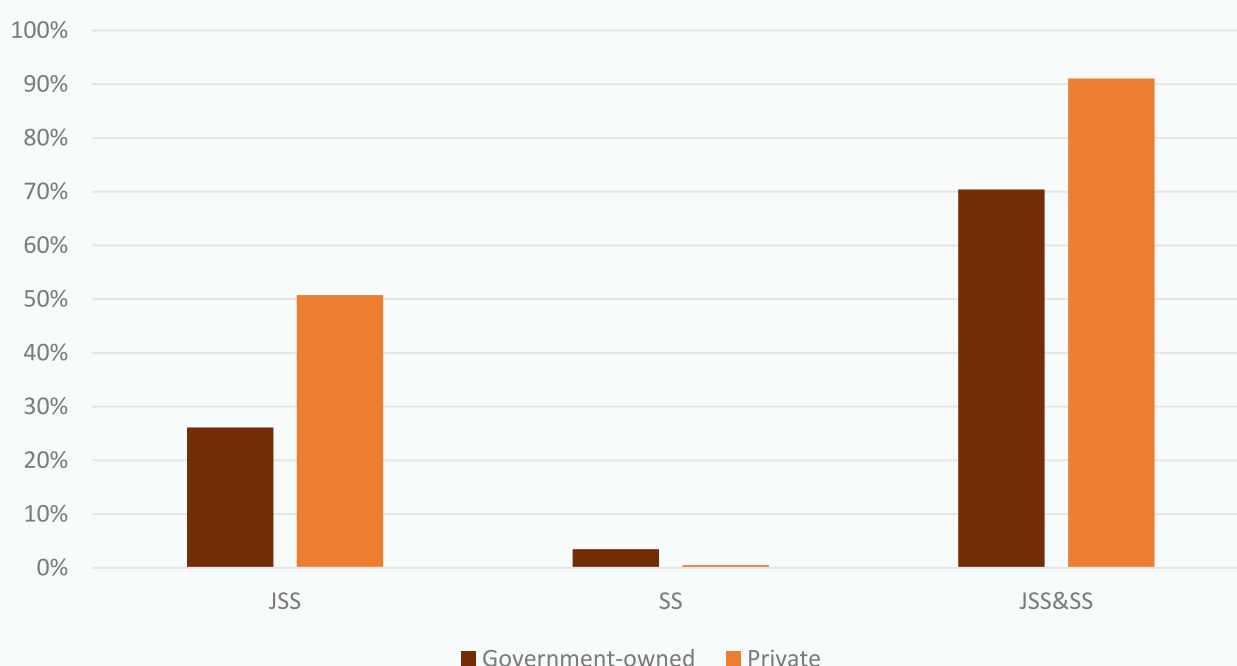
Source: MRL® Public Sector Consultants Ltd, 2024

4. RESULTS: SECONDARY SCHOOLS

982 schools completed the secondary school education Census survey and provided enrollment data. There were responses from schools in each of the 25 LGAs, but slightly over one-fifth of the survey was completed by schools in Suleja. The least number of surveys were received from Agwara (7). Despite the issues the enumerators faced accessing private schools, more than half the responses (58 per cent) were from private schools.

Regarding the educational level, combined junior and senior secondary schools made up more than 50 per cent of the responding schools, both government-owned and private. Senior secondary schools only accounted for three per cent of responses from government-owned schools and less than one per cent of responses from private schools.

Figure 19 Distribution of Respondents by Education Level



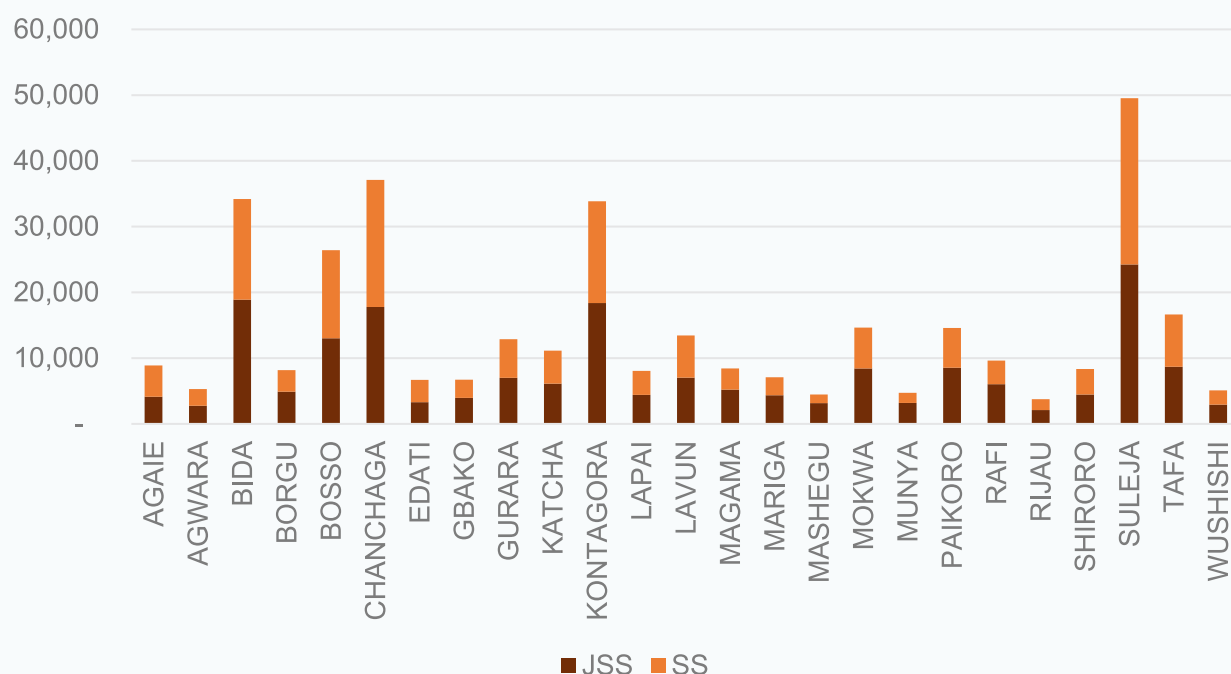
Source: MRL® Public Sector Consultants Ltd, 2024

4.1 Number of Student Enrollments by LGA, Gender and School Type

The data recorded a total of 361,481 students in Junior Secondary Schools (JSS) or Secondary Schools in Niger State. Of these, 193,054 (54 per cent) were JSS enrollments, and 166,783 (46 per cent) were SS enrollments. This breakdown was not consistent across all the 25 LGAs. In Mashegu, over 70 per cent

of the enrollments were at the JSS level, and in Agaie, 54 per cent of the enrollments were at the SS level. Figure 20 below presents the proportion of students enrolled in JSS and SS levels of education across all 25 LGAs.

Figure 20 Students JSS and SS Enrolments

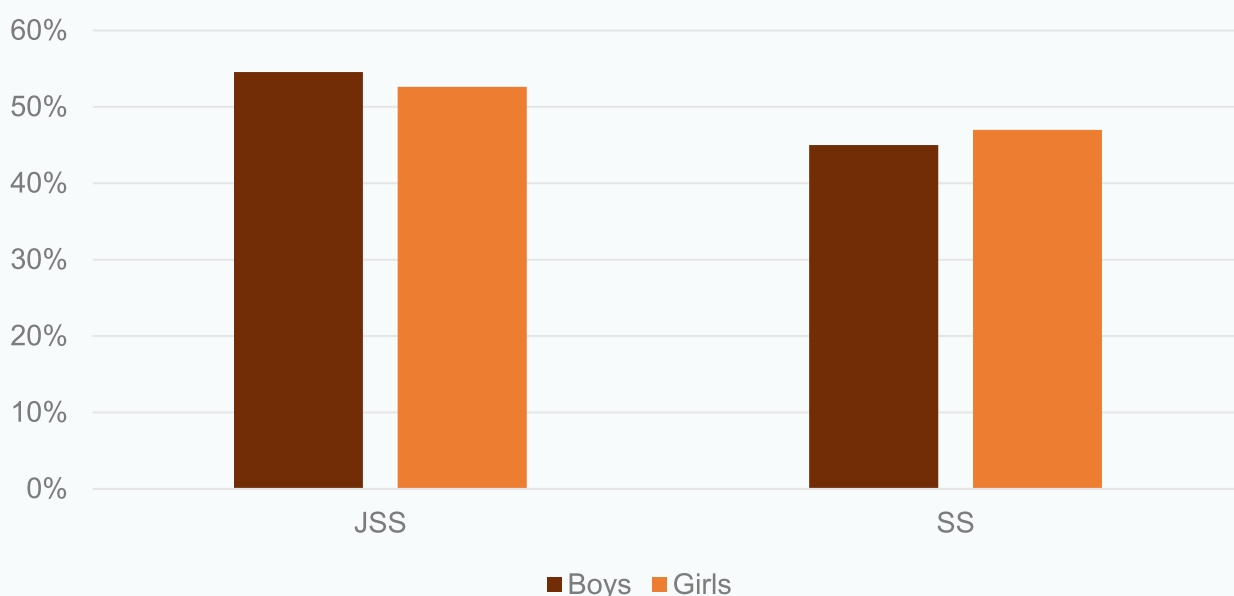


Source: MRL® Public Sector Consultants Ltd, 2024

Fifty-three per cent (189,758) of enrollees in secondary school are boys. Approximately 55 per cent of the boys are enrolled at the JSS level. The data on the girl reveals a similar statistic, as 53 per cent of the 17,079

girls enrolled in secondary education are at the JSS level. At both the JSS and SS levels, male enrollments are slightly higher than female enrollments, although this margin is slightly smaller than that of the SS level.

Figure 21 Gender Distribution of JSS and SS Enrolments

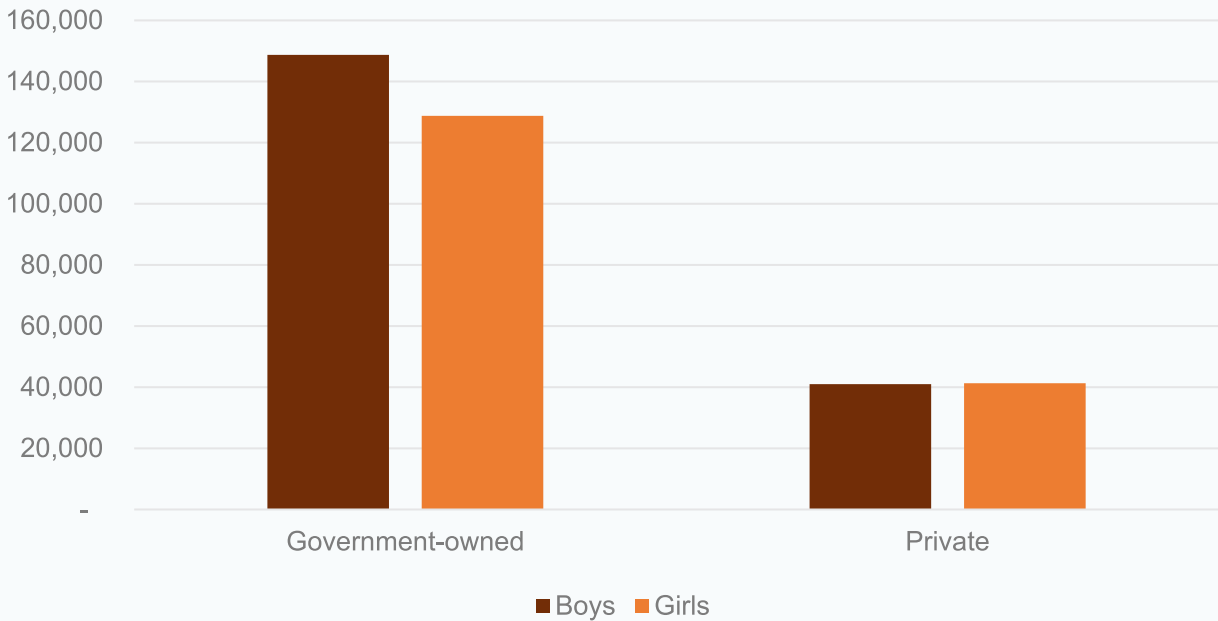


Source: MRL® Public Sector Consultants Ltd, 2024

For both boys and girls, the most significant enrollments at both the JSS and SS levels were in public-government-owned schools. Whilst there are more boys than girls enrolled in secondary education in

Niger State, within the private schools, this difference is much smaller than in the state-owned schools, as shown in Figure 22 below.

Figure 22 Gender distribution of school enrolments by type of school



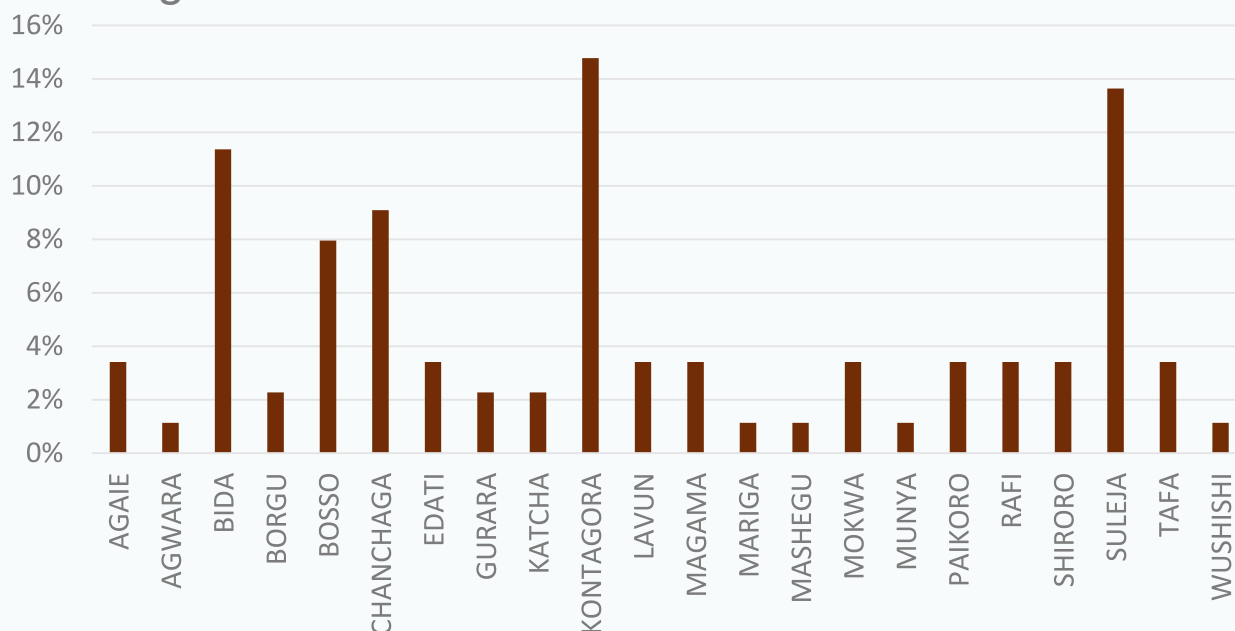
Source: MRL® Public Sector Consultants Ltd, 2024

The average of number of students in secondary schools in Niger State is 357, with this average falling to 134 in private schools and increasing to 675 in government-owned schools. This figure is not equal across LGAs and ranges from a minimum of 239 students per school in Suleja to a maximum of 868 students per school in Kontagora. Private schools range from 47 students per school in Gbako to 325 students per school in Kontagora, while among government-owned schools, the ratio ranges from 259 students per school in Rijau to 1,752 students per school in Chanchaga.

The analysis has also considered trends in enrollment among individual secondary schools. This particular analysis considered schools where the total enroll-

ment is greater than or equal to 1,000 students (1,000 was selected for convenience). There are a total of 88 schools in this category, representing nine per cent of the overall number of schools. However, these schools account for nearly half (44 per cent) of the total secondary school enrollment in the State. Additionally, a total of 22 LGAs are represented in this sample of schools, but five of them (Bida, Bosso, Chanchaga, Kontagora and Suleja) account for 57 per cent of the schools on the list and 64 per cent of the enrollment. It is also important to note that 98 per cent of these schools are government-owned, and these also account for 98 per cent of the enrollment in this cohort of schools.

Figure 23 Schools with Enrollment >999 Students



Source: MRL® Public Sector Consultants Ltd, 2024

Furthermore, the trends for the student-per-school ratio for these schools are similar to those for ECCDE and primary schools, with an average of 1,804 students per school. Schools in Rafi LGA have the lowest student-to-school ratio of 1,121, while those in

Chanchaga LGA have the highest of 2,485 students per school. These are significantly greater than the overall state average of 357 and the overall LGA minimum and maximum averages of 239 (Gbako) and 868 (Kontagora).



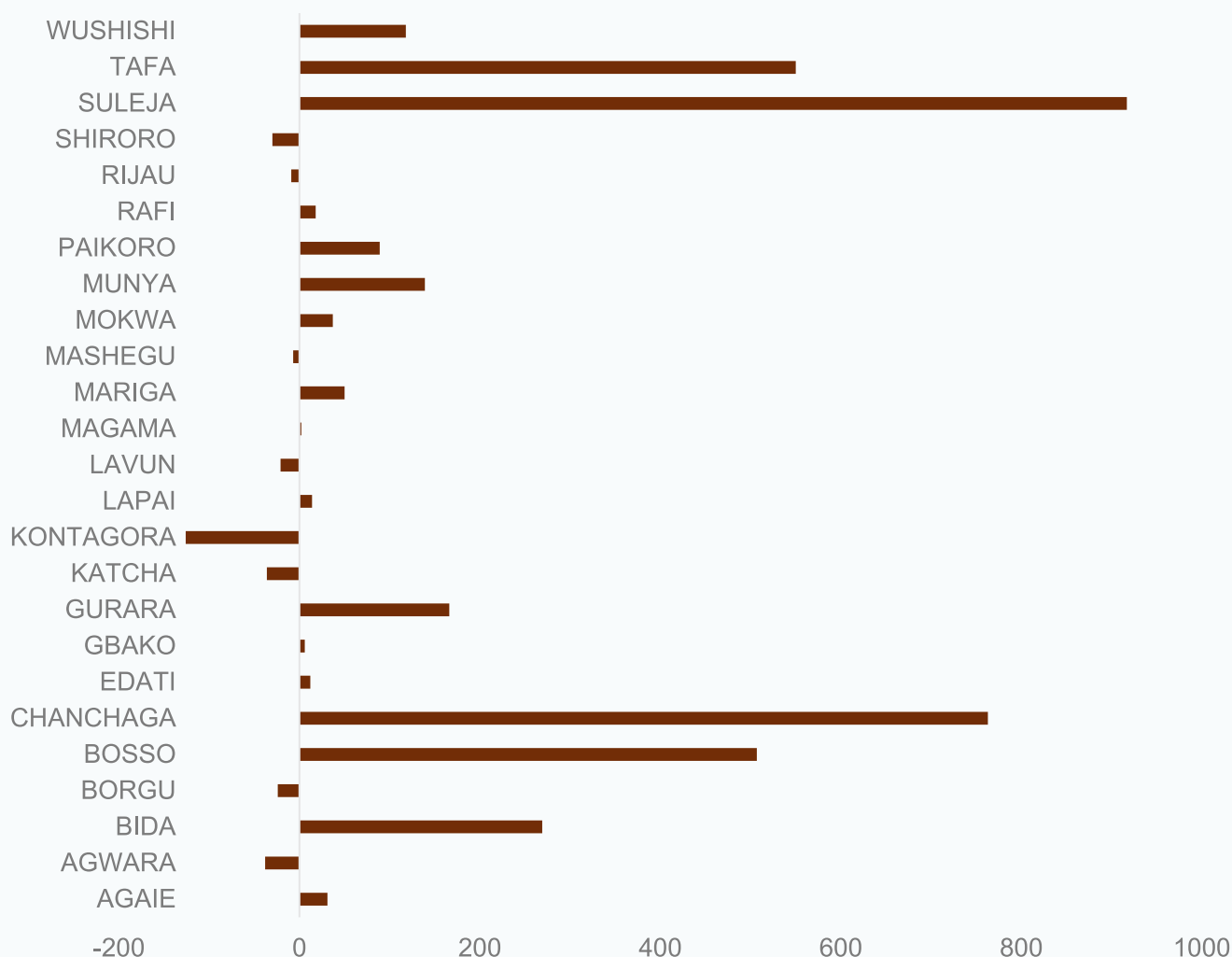
Source: MRL® Public Sector Consultants Ltd

4.2 School Transfers and Drop-Outs

For both boys and girls, the data revealed that more students transferred into schools than out, across Niger State. Suleja, Chanchaga, Bosso, and Tafa had the highest number of students transferred into

schools. However, there were a few LGAs which had a net transfer out of schools, with the largest of these being in Borgu. Figure 24 below describes the net transfer of students in the individual LGAs.

Figure 24 Net Transfer of Students into Schools

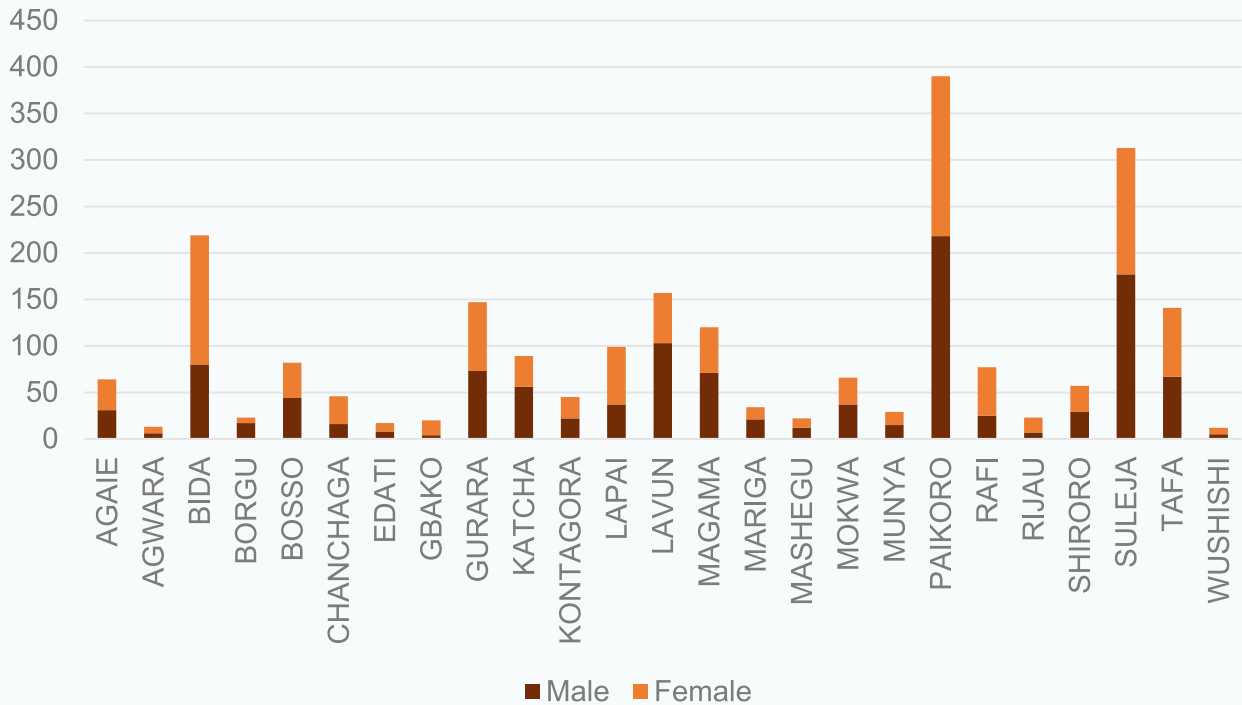


Source: MRL® Public Sector Consultants Ltd, 2024

Across the state, the survey recorded slightly more boys dropped out of school than girls. However, in Katcha, Lavun and Mariga, this difference was quite significant and male dropouts were more than 60 per

cent or more than the school dropouts recorded. Whilst some LGAs had relatively modest numbers of school dropouts, in other LGAs these were much higher. Figure 25 below presents this data.

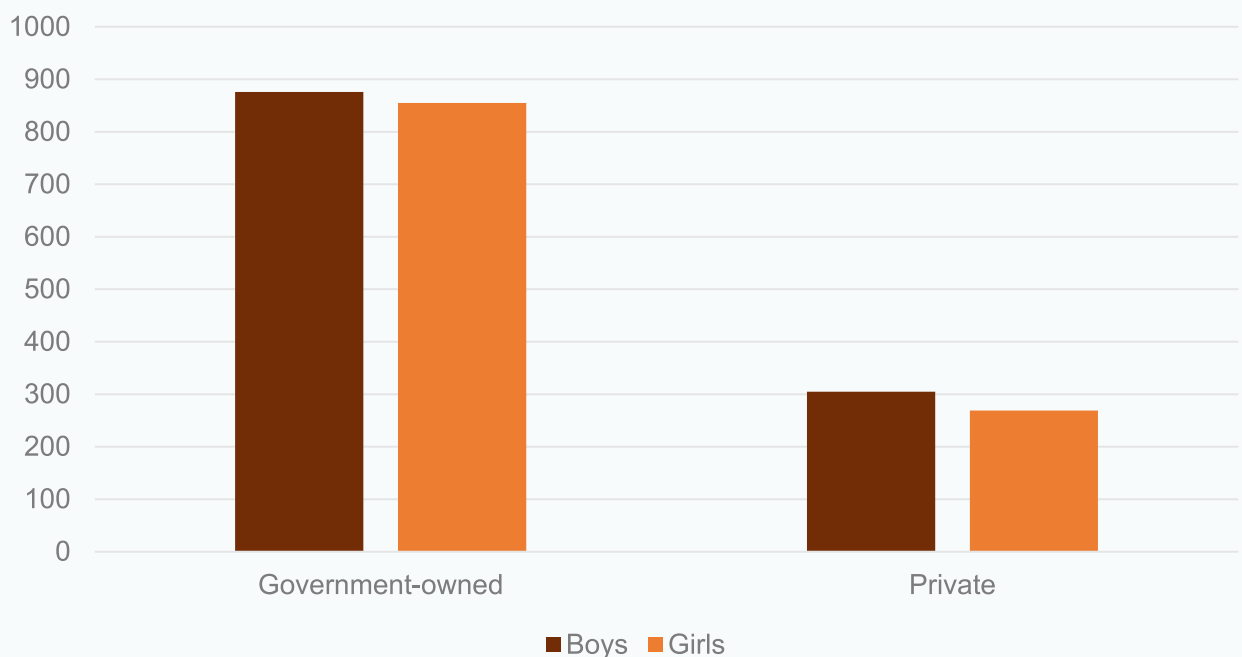
Figure 25 Secondary School Dropouts by Gender



Source: MRL® Public Sector Consultants Ltd, 2024

For both boys and girls, dropping out of school was more prevalent in the state-owned schools than in the private schools as shown in Figure 26 below.

Figure 26 School Dropouts by Gender and School Type



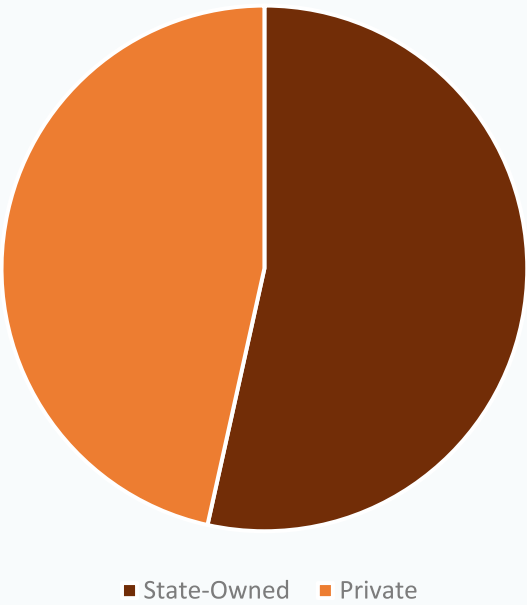
Source: MRL® Public Sector Consultants Ltd, 2024

4.3 Provision of Special Educational Needs and Disability

Of the 982 schools taking part on this survey, 187 reported that they supported students with a special educational needs and disability (SEND). Figure 27

below shows that distribution of schools with SEND students across the public and private sectors.

Figure 27 Distribution of State-owned and Private Schools Supporting SEND Students.



Source: MRL® Public Sector Consultants Ltd, 2024



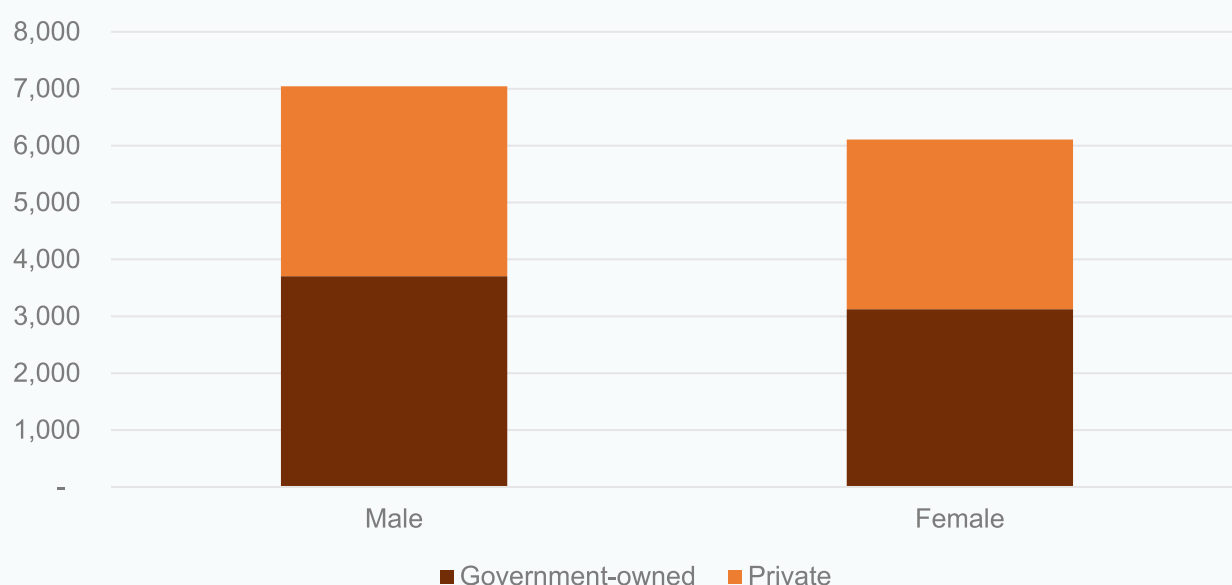
Source: MRL® Public Sector Consultants Ltd

4.4 Permanent Teacher Population

The population of secondary school teachers is noticeably less than that of primary school teachers. Results from the Census indicated that there are a total of 13,765 teachers in secondary schools in the State. These are nearly evenly distributed between public and private schools with government-owned

schools accounting for 52 per cent of secondary school teachers and private schools accounting for 48 per cent of these teachers. The gender distribution tilts more in the direction of male teachers as 54 per cent of the total number of teachers are male, and 46 per cent are female.

Figure 27 Number of Permanent Teachers by Gender and School Type



Source: MRL® Public Sector Consultants Ltd, 2024

Average teachers per school was calculated by taking the reported total of permanent teachers and the total number of schools. The results indicated that the average number of teachers per secondary school in Niger State is 13. This value also varied across LGAs where Gbako, with six teachers per school, had the lowest average and Bosso with 41 teachers per school had the highest. In government-owned schools, there were 17 teachers per school on average and the corresponding value in private schools was 11 teachers per school. In government-owned schools among the LGAs, Bosso had the highest proportion of teachers per school (87) and Rijau had the least proportion with 4.0 teachers per school. In private schools, Edati had the lowest number of teachers per school (5) while Kontagora had the highest number of teachers per school (17.2).

The student-teacher ratio was also calculated by taking the total number of enrolled students and the

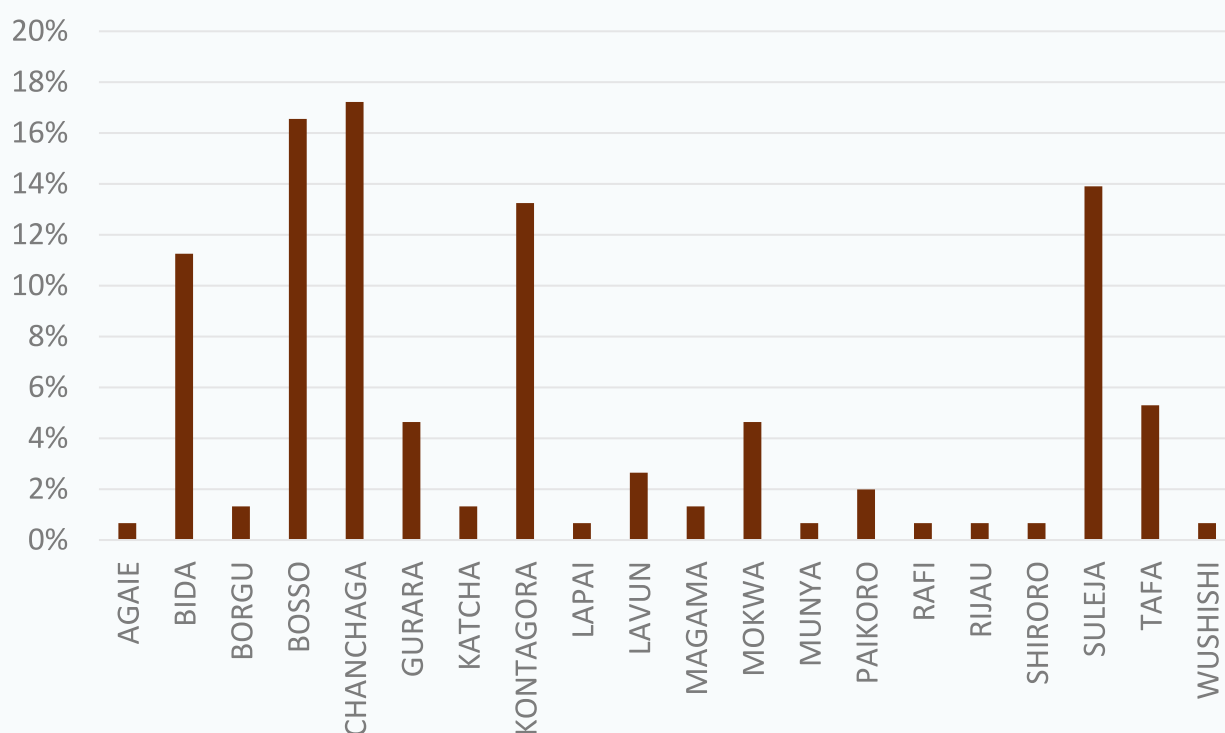
total number of permanent teachers. The results revealed a student-teacher ratio of 26.4 in the State. However, this is offset by ratios as high as 80.6 in Edati and 65.7 in Mariga. Much lower ratios are found in LGAs such as Bosso and Chanchaga which had the least values of 9.2 and 15.4 respectively.

The student teacher ratio for government owned schools was 39.7, which is higher than that of the State. Tafa also had the highest ratio for government-owned schools among LGAs with a student-teacher ratio of 107.1. in this instance, it was followed by Agwara with a ratio of 98.2. The lowest student-teacher ratio for government-owned schools was observed in Bosso LGA with a ratio of 9.7 and it was followed by Chanchaga with a ratio of 20.8. Rafi had the highest student-teacher ratio for private schools (30.3) while Gbako had the lowest at 3.6.

The analysis has also considered teacher population trends at the level of individual schools, based on the number of schools that have more than 20 teachers. There are a total of 151 schools in this category representing 15 per cent of the total number of schools reported by the Census. These schools have a total of 6,909 permanent teachers which represents 53 per

cent of the total population of teachers recorded by the Census. In a similar vein to the assessment of schools with high enrollment, the data here also highlighted Bida, Chanchaga and Suleja as containing in total a disproportionate per cent age (72 per cent) of these schools that have 20 or more teachers.

Figure 29 Schools with Teacher Population >19



Source: MRL® Public Sector Consultants Ltd, 2024

The data indicates that there are an equal proportion of government-owned and private schools that have 20 or more teachers. However, 68 per cent of the teachers in this cohort are employed in government-owned schools. Among LGAs, the number of teachers per school ranges from a minimum of 21.0 in Borgu

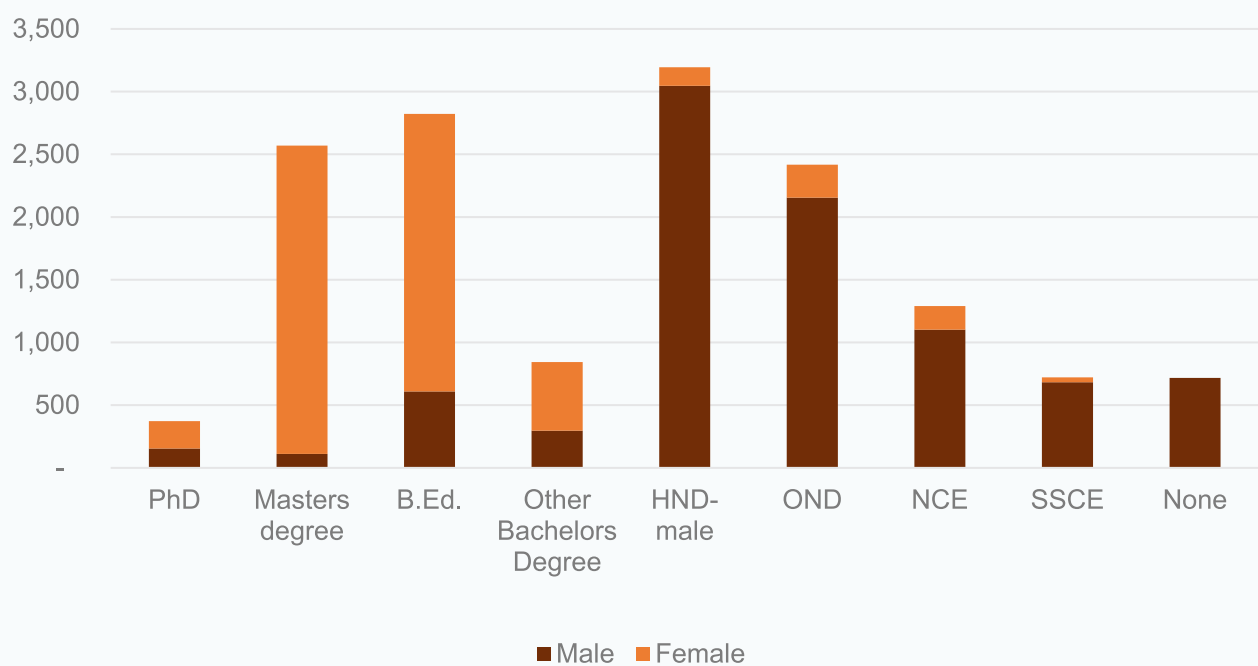
LGA to a maximum of 87.4 in Bosso LGA. At the state level, the average teacher per school ratio for schools with 20 or more teachers is 45.8. Once again, these values are notably higher than the averages for the state overall.

4.5 Teacher Qualification

Three categories of academic qualifications are almost equally common among secondary school teachers. These include the Higher National Diploma (HND) (3,194 teachers), the bachelor's degree in education (B.Ed.) (2,823 teachers) and the master's degree (2,570 teachers). Disaggregating the data by gender indicates that the HND is significantly more popular among male secondary school teachers as 3,047 male teachers have it as their highest academic

qualification, compared to only 147 among female teachers. Meanwhile, significantly more female teachers have a master's degree (2,459) as their highest academic qualification when compared to their male colleagues (111). A similar trend is observed with the B.Ed. qualification where 2,214 female teachers have it as their highest qualification compared to only 609 male teachers.

Figure 30 Number of Teachers by Academic Qualification



Source: MRL® Public Sector Consultants Ltd, 2024



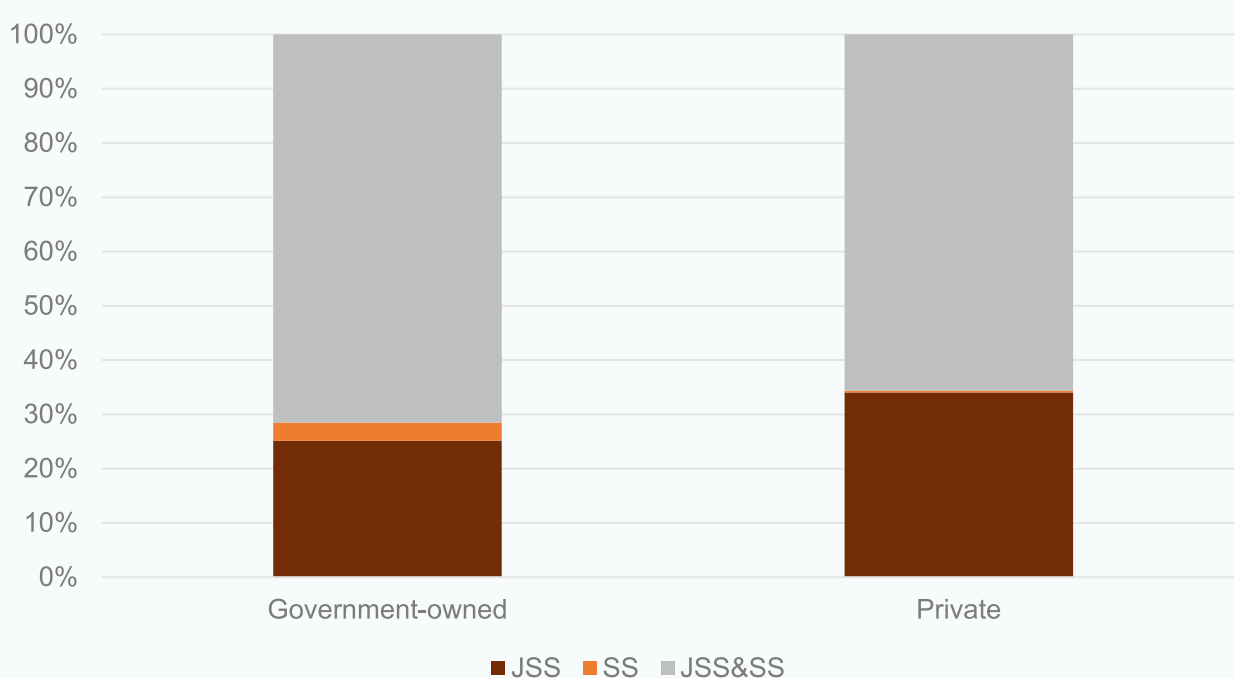
Source: MRL® Public Sector Consultants Ltd

4.6 School Infrastructure Census Respondents

1,057 schools completed the secondary school infrastructure Census survey and provided data on school infrastructure. There were responses from schools in each of the 25 LGAs, but slightly over a quarter of the surveys were completed by schools in Suleja. The least number of surveys were received from Agwara (7). Despite the issues the enumerators faced accessing private schools, more than half of the responses (60 per cent), were from private schools.

There were a greater number of responses by private schools, comprising 60 per cent of the total responses. Regarding the educational level, combined junior and senior secondary schools comprised more than 60 per cent of the responding schools for both government-owned and private schools. Senior secondary schools only accounted for three per cent of responses from government-owned schools and less than one per cent of responses from private schools.

Figure 31 All Respondents by Education Level

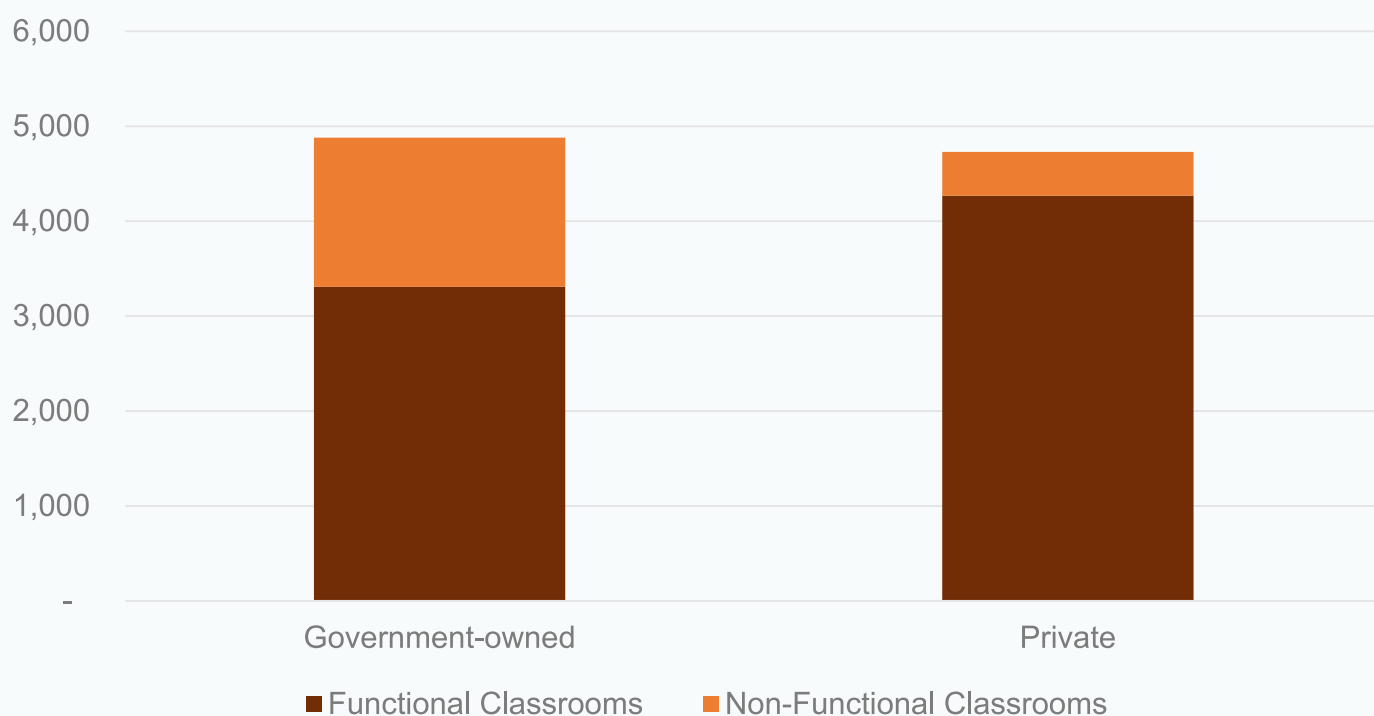


4.7 Functional and Non-functional Classrooms

Results from the Census indicated that there are a total of 9,947 classrooms across all secondary schools in Niger State. A slightly greater proportion of these classrooms are found in public schools (51 per cent) while classrooms in private schools account for 48 per cent of the total. Furthermore, 21 per cent of classrooms are categorised as non-functional or out of use due to significant damage with 79 per cent of classrooms available for school activities. More specifically, public schools have 68 per cent of their classrooms categorised as functional while the corresponding proportion for private schools is 90 per cent.

In a similar vein, Suleja LGA has the highest number of classrooms in the State (2,482) as well as the highest number of functional classrooms (2,191). Tafa LGA has the highest proportion of functional classrooms with 89 per cent of the classrooms categorised as functional. Only Mariga LGA has less than half of the classrooms categorised as functional (44 per cent). All other LGAs have rates of functional classrooms greater than 50 per cent.

Figure 32 Number of Classrooms by School Ownership



Source: MRL® Public Sector Consultants Ltd, 2024

Classroom sizes have been calculated by taking the number of functional classrooms and student enrollment numbers. The results indicate a ratio of 45.9 students to one classroom in the State. This figure significantly increases to 82.0 students per classroom when only government-owned schools are considered and decreases to 17.9 for private schools only. Analysis at the LGA level reveal even more dramatic results as the student-classroom ratio increases to 97.0 overall in Edati LGA, although figures are much lower in Suleja which has the best ratio of 22.7 overall. Kontagora has the worst student-classroom ratio for government-owned schools (140.3) and for private schools with 40.1. Wushishi LGA has the best student-classroom ratio for government-owned schools (54.2), while Gbako has the best ratio for private schools (6.3).

The average number of functional classrooms per school has also been calculated. The results indicate that there are 7.8 functional classrooms per school in Niger State (the same value was obtained for ECCDE and Primary schools).

This value is not homogenous across LGAs and ranges from a minimum of 4.0 functional classrooms per school in Lapai to a maximum of 10.9 functional classrooms per school in Chanchaga. Among government-owned schools, the number of functional classrooms per school increases to 8.2. This figure also varies across LGAs and ranges from a minimum of 2.2 functional classrooms per school in Rijau but increases to 29.9 in Chanchaga. Edati has the lowest functional classrooms per school ratio of 2.0 among private schools while Rijau has the highest ratio of 13.3.

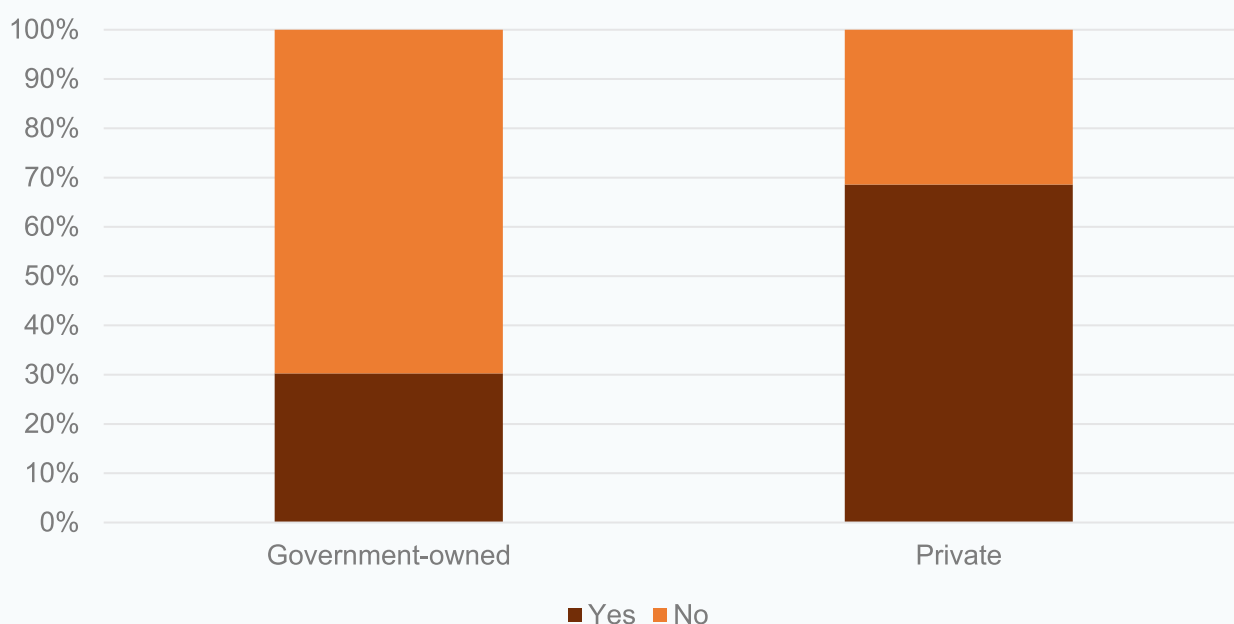


4.8 Electricity Supply in Schools

541 schools indicated that there is access to electricity within the school premises. Over 70 per cent of these schools were private schools, with government-owned schools making up only 23 per cent. Meanwhile, when considered exclusively, only 30 per

cent of government-owned schools had access to electricity supply. On the other hand, the trend is almost perfectly reversed for private schools with 69 per cent of them reporting access to electricity.

Figure 33 Proportion of Schools with Access to Electricity



Source: MRL® Public Sector Consultants Ltd, 2024

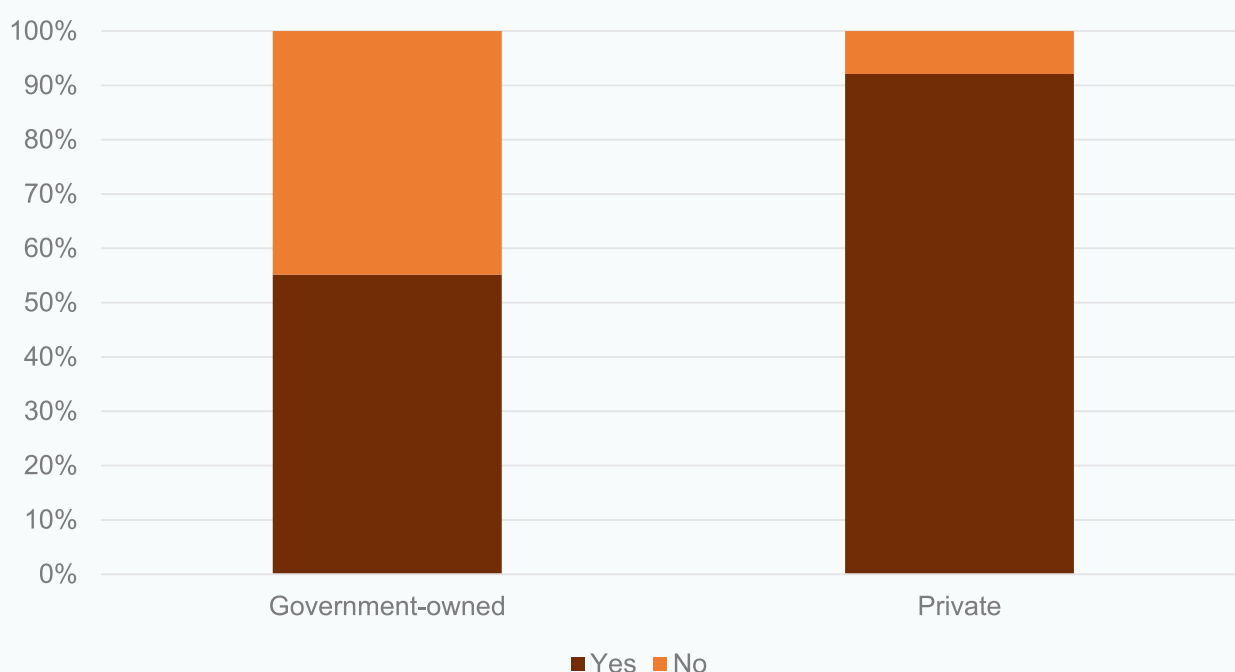
4.9 Toilet and Handwashing Facilities

A total of 784 schools reported that toilets were available within the school premises, and significantly more than half of these schools were private schools (71 per cent). Meanwhile, up to 55 per cent of government-owned schools reported that there were toilets within the premises while the corresponding figure for private schools was 92 per cent.

Among the LGAs, none of the government-owned

secondary schools in Rijau had toilets, while Bida had the least proportion of government-owned schools without toilets (18 per cent). For the private schools, several LGAs reported that all schools had toilets, including Borgu, Chanchaga, Edati, Gbako, Lavun, Mariga, Mashegu, Rijau and Shiroro. Agwara had the highest proportion of schools that lack toilets (50 per cent), although there are only two private secondary schools in the LGA.

Figure 34 Proportion of Schools that have Toilets

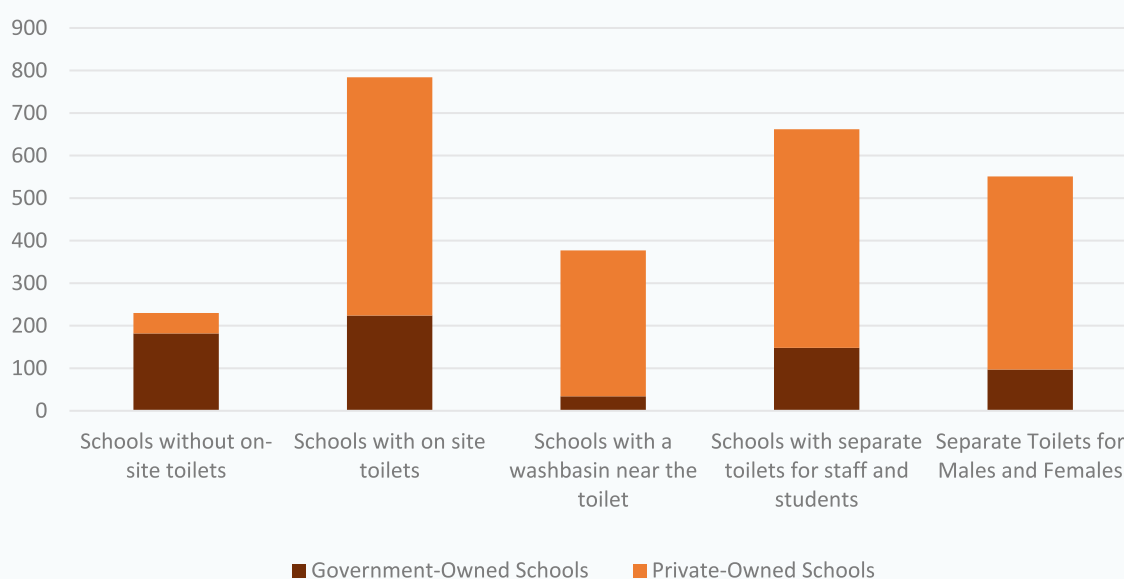


Source: MRL® Public Sector Consultants Ltd, 2024

The Census further assessed the level of provision of separate toilets for staff and students. Responses from government-owned schools indicated that 66 per cent of the schools that had toilet facilities also had separate toilets available for staff and students. On the other hand, 92 per cent of private schools provided

separate toilets for staff and students. Additionally, only 15 per cent of government-owned schools that had toilets also had a hand washbasin near the toilet, while 61 per cent of private schools had a hand wash basin near the bathroom.

Figure 35 Toilets and Handwashing Facilities



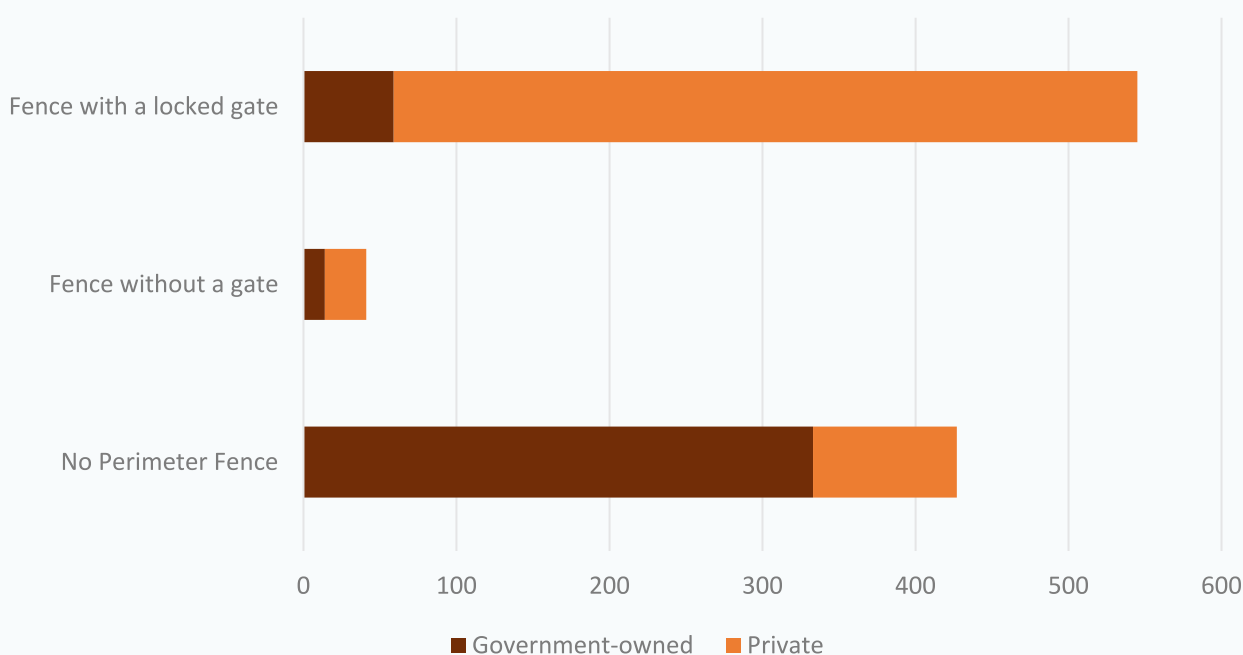
Source: MRL® Public Sector Consultants Ltd, 2024

4.10 Security and Safety in Schools

The Census assessed the availability of key infrastructure for security and safety in schools. 545 schools reported the presence of a fence with a lockable gate, representing 54 per cent of the total number of reporting schools. However, 89 per cent of these schools were privately-owned as only 59 government-owned schools had a fence with a lockable gate. There were 41 schools in total that had

a fence but without a gate while 427 schools had neither a fence nor a gate. There were 333 government-owned schools that had neither a fence nor a gate and these comprised 78 per cent of the total number of schools in this category. Furthermore, only 75 government-owned schools had security personnel available in the school while 382 private schools reported the presence of security personnel.

Figure 36 Security and Safety Infrastructure



Source: MRL® Public Sector Consultants Ltd, 2024

FINDINGS

5.1 Enrollment

- The results of the Census indicated that the total enrollment in ECCDE, primary and secondary schools is 1,076,012. This figure does not account for children in exclusively religious education institutions because these schools tended to provide enrollment figures that were approximated.
- The student per school ratios for both ECCDE and primary schools and for secondary schools reveal that there are fewer children per school in the State compared to national rates. However, this relatively lower student per school rates appears to be the result of much lower enrollment in rural areas serving to attenuate higher student per school ratios in schools that have 1,000 or more students (which are generally urban). Possible explanations for this trend must consider a range of factors include the size of the rural population, the challenges associated with accessing schools in rural communities and the likelihood that more children in rural areas are held back from school for a variety of reasons.
- Higher student per school ratios in secondary schools reflect the fact that there are fewer schools at this level of education. It also indicates that a good proportion of students at the primary level end up graduating into secondary school. This is supported by results that highlight net positive rates of transfers into schools and low dropout rates compared to enrollment rates.





5.2 Teachers

- State-level student-teacher ratios are modest and indicate the availability of a sufficient population of teachers. However, regional discrepancies in the ratio highlight imbalances that favour urban locations in the distribution of teachers. The data indicates insufficient teacher provision in several schools with several schools boasting just a single teacher with responsibility for all subjects and classes in the school. This has implications for the quality of teaching and learning and could impact student performance and outcomes.
- Some other schools appear to have an overabundance of teachers, with most of these located in urban areas. This clustering of resources in these locations and schools is an issue that needs to be addressed with more teachers being redeployed to rural schools.
- Female teachers appear to be generally more qualified than their male colleagues as revealed by the assessment of secondary school teachers' qualifications. This has a number of implications with the most prominent being that the threshold for employing a female teacher is much higher than that required for a male teacher. While several extenuating factors could be considered in the assessment of this trend, the data strongly highlights this possibility that females are required to be more qualified to obtain similar teaching roles as males.

5.3 School Infrastructure

- The quality of infrastructure in government-owned schools is generally poor. While these are gaps in infrastructure provision in private schools, the quantity and standards are generally better than what is obtained in government-owned schools.
- State-wise student-classroom ratios are generally modest. However, there are also observable regional discrepancies in classroom provision with some LGAs having much fewer classrooms than others. This highlights some areas to be prone to overcrowded classrooms and others that are operating below capacity.
- More than 40 per cent of classrooms in government-owned ECCDE and primary schools and over 30 per cent of classrooms in government-owned secondary schools are categorised as non-functional. That is, these classrooms have been rendered unusable due to damage or degradation over time thus further the raising the prospect of classrooms being limited and overcrowded.
- Opportunities for good sanitation are limited by a lack of potable water and sanitation utilities like wash basins. These issues are more severe in government-owned schools where up to 75 per cent of ECCDE and primary schools lack toilets and basic sanitation facilities.
- Few schools have computers available for teaching and learning a situation that is likely compounded by the low likelihood of reliable electricity supply. Many schools do not have a connection to a source of electricity which effectively limits the range of services they can provide to students.

5.4 Record-keeping

Feedback from the enumerators and inconsistencies in the figures reported indicate challenges in collecting and storing relevant school data. Several instances were observed where the numbers supplied by school heads did not add up or were rounded

up in a manner that appeared to jeopardise the reliability of the data. This highlights gaps in critical school data management skills among head teachers and teachers.



APPENDIX A

ECCDE AND PRIMARY EDUCATION DATA FORM

GROUP A

This questionnaire has been designed to collect Baseline Educational Statistics (BES) information on all primary schools as part of the Transforming Education in Niger State (TENS II) Programme. The information will be used to provide the exact number of children and teachers within the educational sector to enable the Niger State government to plan for current and future educational provision within the state to significantly improve the educational system. Please, help us complete the questionnaire as accurately as possible.

For the exercise, all personal information collected will be kept strictly confidential and anonymised when used for clarification purposes. No personal information will be disclosed to anyone outside the TENS II Programme. If you need any assistance in completing this form or have any queries, please call any of the BES telephone Helpline numbers. Thank you for your assistance.

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

Provide any initial notes on the circumstances of the interview.

(Please record here anything you feel/might be important at this stage, for example, if this is a second attempt to collect the information.)

SCHOOL IDENTIFICATION

Local Government Area

Ensure you have selected the correct LG A name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

What is the school's official email address?

What is the school's website?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Is this school affiliated with

- ☐ A Christian religious organisation (church or other)
- ☐ An Islamic religious organisation
- ☐ Other religious organisation

Which type of Islamic education does the school provide?

- ☐ Qur'anic
- ☐ Islamiyya
- ☐ Ilimi

Is this school for:

- ☐ Regular education needs only
- ☐ Special education needs only
- ☐ Religious education only
- ☐ Both regular and special education needs
- ☐ Both regular and religious education needs

Which level(s) of education does the school cover?

- ☐ ECCDE (Nursery/Preschool) only
- ☐ Primary (Basic 1-6) only
- ☐ Both ECCDE & Primary

What type(s) of curriculum is used in this school?

Select all that apply

- ☐ The Nigerian National Curriculum
- ☐ Montessori
- ☐ British
- ☐ American
- ☐ Cambridge Assessment International Education
- ☐ Accelerated Christian Education (ACE)
- ☐ Others

Please specify

Please indicate subjects that are taught in this school.

Select all that apply

- ☐
- ☐ English
- ☐ General Mathematics
- ☐ Hausa
- ☐ Igbo
- ☐ Yoruba
- ☐ Basic Science
- ☐ Basic Technology
- ☐ Physical and Health Education
- ☐ Christian Religious Studies
- ☐ Civic Education
- ☐ Islamic Studies
- ☐ Security Education
- ☐ Social Studies
- ☐ Cultural and Creative Arts
- ☐ Agriculture
- ☐ Entrepreneurship
- ☐ Home Economics

Which other subjects are taught in this school?

What is the school's primary language of instruction?

- ☐ English
- ☐ Arabic
- ☐ Hausa
- ☐ Gbagyi
- ☐ Nupe
- ☐ Other

Please specify

How many grades (classes) are there in this school?

(Select as many as applicable)

(Note that some schools (especially private schools) utilize customized labels for the different grades. Wherever this is applicable, kindly ask the respondent to provide the standard equivalents of the custom names)

- ☐ Nursery 1
- ☐ Nursery 2
- ☐ Nursery 3
- ☐ Other

Please specify

How many grades (classes) are there in this school?

(Select as many as apply)

(Note that some schools (especially private schools) utilize customized labels for the different grades. Wherever this is applicable, kindly ask the respondent to provide the standard equivalents of the custom names)

- ☐ Primary 1
- ☐ Primary 2
- ☐ Primary 3
- ☐ Primary 4
- ☐ Primary 5
- ☐ Primary 6
- ☐ Other

Please specify

Does the school run shifts?

(A shift is considered to be two or more recurring periods in which different groups of students attend the same school at different times during the day.)

- ☐ Yes ☐ No

How many shifts per day does the school operate?

To the nearest hour, what is the duration of each shift?

Is your school one of two different schools making use of the same premises?

- ☐ Yes ☐ No

What is the name of the other school you are sharing with?

SCHOOL IDENTIFICATION

These questions are about student enrollment and population

Which of these record-keeping items does your school have?

Select all that apply

- ☐ Admission Register
- ☐ Class Register
- ☐ Student Performance Records
- ☐ Teachers' attendance register
- ☐ Visitor's log book

ENROLMENT

How many male pupils are enrolled in this school? (ECCDE/Nursery)

How many male pupils are enrolled in this school? (Primary)

How many female pupils are enrolled in this school? (ECCDE/Nursery)

Ages of the students

AGE GROUP

What is the age of the youngest male student(s) in the following classes?

Nursery 1

Nursery 2

Nursery 3

Primary 1

Primary 2

Primary 3

Primary 4

Primary 5

Primary 6

What is the age of the oldest female student(s) in the following classes?

Nursery 1

Nursery 2

Nursery 3

Primary 1

Primary 2

Primary 3

Primary 4

Primary 5

Primary 6

What is the age of the oldest female student(s) in the following classes?

☐ Yes ☐ No

How many male SEND pupils are currently enrolled in the school?

How many female SEND pupils are currently enrolled in the school?

How many of the following categories of SEND pupils are enrolled in this school?

Visually impaired/blind (male)

Visually impaired/blind (female)

Hearing impaired (male)

Hearing impaired (female)

Physically challenged (male)

Physically challenged (female)

Specific learning difficulty (male)
(e.g. *Dyslexia*)

Specific learning difficulty (female)
(e.g. *Dyslexia*)

Are SEND students taught separately or with other non-SEND students?

Number of students admitted (male)

Number of students admitted (female)

During this current school year, how many students transferred out of this school to another school?

Number of students transferred out (male)

Number of students transferred out (female)

During this current school year, how many students transferred from another school to this school?

Number of students transferred in (male)

Number of students transferred in (female)

During the last school year, how many students dropped out of the school and did not go to another school? (Known dropouts only)

Number of students dropped out (male)

Number of students dropped out (female)

How many students are repeating a grade this year?

Number of students repeating (male)

Number of students repeating (female)

Student Performance

In this school, which of these contribute to a student's academic performance assessment? (Tick all that apply)

Select all that apply

- ☐ In-class assignments/quizzes Take-home assignments
- ☐ Continuous assessment tests
- ☐ End-of-term exams
- ☐ School attendance

How many times in a school year does the school conduct end-of-term exams?

Select all that apply

- ☐ D Once a year (at the end of the third term)
- ☐ Three times a year (at the end of each term)
- ☐ We don't conduct end-of term exams
- ☐ Other

Please specify

How many students from this school sat for the 2023 National Common Entrance Examinations?

Number of candidates (male)

Number of candidates (female)

What was the highest aggregate score by a student from this school from the results of the 2023 National Common Entrance Examinations?

What was the lowest aggregate score by a student from this school from the results of the 2023 National Common Entrance Examinations?

On a scale of 1 to 5, how satisfied are you with your students' overall academic performance?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐

Which these behaviours pose a problem in your school?

(Select all that apply)

- ☐ D Skipping classes
- ☐ Late coming
- ☐ Absenteeism (i.e., unjustified absences)
- ☐ Dress code violations
- ☐ Cheating during tests and examinations
- ☐ Theft/Vandalism
- ☐ Verbal or physical abuse/injury, intimidation to teachers Verbal or physical abuse/injury, intimidation to students
- ☐ Possession of illegal drugs or weapons

What is the most common reason for non-attendance?

- ☐ Poor academic performance
- ☐ Lack of uniforms
- ☐ Lack of school books
- ☐ Health issues
- ☐ Non-payment of school fees
- ☐ Lack of money for transportation
- ☐ Bullying by other students
- ☐ Involvement in domestic activities at home (e.g. childcare, cleaning, etc.)
- ☐ Involvement in economic activities at home (e.g. farming, livestock rearing, petty trading, etc.)
- ☐ Others

Please specify

TEACHER INFORMATION AND SCHOOL MANAGEMENT

How many teachers are there in this school?

(This excludes those that are qualified teachers but currently only function in administrative roles)

ECCDE/Nursery (male)

ECCDE/Nursery (female)

Primary (male)

Primary (female)

How many permanent male teachers are there in this school?

How many permanent female teachers are there in this school?

**How many teachers in this school have passed the Teachers
Registration Council of Nigeria (TRCN) Professional Qualification Examination?**

No. of TRCN registered male teachers

No. of TRCN registered female teachers

**How many teachers in this school have passed the Teachers
Registration Council of Nigeria (TRCN) Professional Qualification Examination?**

No. of TRCN registered male teachers

No. of TRCN registered female teachers

**How many MALE teachers have any of the following as their highest
academic qualification?**

PhD or equivalent (male)

Master's degree or equivalent (male)

Bachelor of education (male)

Other bachelor's degree (male)

HND (male)

OND (male)

NCE (male)

SSCE (male)

No qualification at all (male)

Others (male)

Please specify

How many FEMALE teachers have any of the following as their highest academic qualification?

PhD or equivalent (female)

Master's degree or equivalent (female)

Bachelor of education (female)

Other bachelor's degree (female)

HND (female)

OND (female)

NCE (female)

SSCE (female)

No qualification at all (female)

Others (female)

Please specify

Does the school have at least one (1) teacher for every classroom?

☐ Yes ☐ No

Which grades/classes have insufficient teachers?(Tick all that apply)

Select all/that apply

- ☐ Primary 1
- ☐ Primary 2
- ☐ Primary 3
- ☐ Primary 4
- ☐ Primary 5
- ☐ Primary 6
- ☐ Others

Please specify

Does the school provide living quarters for teachers?

- ☐ Yes, available to all teachers
- ☐ Yes, available to some teachers
- ☐ No

Please specify

How many teachers currently occupy school-provided living quarters?

Do all the teachers live in this community/town where the school is located?

- ☐ Yes ☐ No

How many teachers live in this community/town?

Does the school have a Guidance & Counselling (G&C) officer/coordinator?

- ☐ Yes ☐ No

Does the school have a Parents/Teachers Association

- ☐ Yes ☐ No

How often does the PTA meet?

- ☐ Does not meet
- ☐ Once a year
- ☐ Once a term
- ☐ Twice a term or more

Does your school have a School-based Management Committee (SBMC)?

- ☐ Yes ☐ No

How often does the SBMC meet?

- ☐ Does not meet
- ☐ Once a year
- ☐ Once a term
- ☐ Twice a term or more

How many non-teaching staff are in this school?

Administrative (male)

(including head teachers)

Administrative (female)

(including head teachers)

Accountants (male)

Accountants (female)

School attendants (male)

School attendants (female)

Librarian (male)

Librarian (female)

Security/Groundsmen/Gardeners/Cleaners (male)

Security/Groundsmen/Gardeners/Cleaners (female)

Others (male)

Please specify

Others (female)

Please specify

FUNDING

Does the school usually prepare an annual budget?

☐ Yes ☐ No

Which is the primary source of funding for this school?

Select all that apply

- ☐ Students' tuition and fees
- ☐ Federal Government funding
- ☐ State/Local Government funding
- ☐ Private donations
- ☐ Grants from non-profit organizations
- ☐ School owner's funds
- ☐ Loans from financial organizations
- ☐ Others

Please specify

The school spends money on various items during any given year.

Which category of expenses is responsible for the greatest amount of expenditure?

Select all that apply

- ☐ Staff Salaries and Benefits
- ☐ Classroom Supplies
- ☐ Technology and Equipment
- ☐ Facilities Maintenance and Operations
- ☐ Extracurricular Activities
- ☐ Professional Development
- ☐ Administrative Costs
- ☐ Other

Please specify

What are the major financial challenges currently facing the school?

Select all that apply

- ☐ Insufficient funding
- ☐ D Budget reduction
- ☐ Rising operational costs
- ☐ Unpredictable funding sources
- ☐ Others

Please specify

How does the school plan for long-term financial sustainability?

Select all that apply

- ☐ Developing a strategic financial plan
- ☐ Building an endowment fund
- ☐ Expanding fundraising efforts
- ☐ Partnering with corporations or non-profits
- ☐ Other

Please specify

APPENDIX B

ECCDE AND PRIMARY – INFRASTRUCTURE DATA

GROUP B

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

SCHOOL IDENTIFICATION

Local Government Area

Ensure you have selected the correct LGA name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAIKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Is this school for:

- ☐ General education needs only
- ☐ Special education needs only
- ☐ Integrated general and special education needs

Which level(s) of education does the school cover?

- ☐ ECCDE (Nursery/Preschool) only
- ☐ Primary (Basic 1-6) only
- ☐ Both ECCDE & Primary

How many classrooms does each level in the school have? (Enter 'O' if there are no classrooms)

Nursery 1

Nursery 2

Nursery 3

Primary 1

Primary 2

Primary 3

Primary 4

Primary 5

Primary 6

SCHOOL BUILDINGS & FURNITURE

Functional and Non-functional classrooms (Enter 'O' if there are none)

How many classrooms are functional (in use)?

How many classrooms are Non-functional (not currently in use because of damage)?

A non-functional classroom is a classroom that is no longer in use

How many functional classrooms... (Enter 'O' if there are none)

Have cracked walls?

Have leaking roofs?

Have broken or missing windows?

Have damaged or missing doors?

Classroom Furniture

How many of the following are available in the classrooms at the Nursery level?
(Enter 'O' if there are none)

Teacher table

Teacher chair

Black/White Board

Cupboard

Desks (A desk is the combination of the table on which the students write and the chair on which they sit)

Nursery

(Enter '0' if there are none)

Single desk

Double desks

Triple desks

Four-person desks or more

Primary

(Enter '0' if there are none)

Single desk

Double desks

Triple desks

Four-person desks or more

GENERAL FACILITIES

What is the NUMBER and the CONDITIONS of the following rooms/blocks in the school?

Number of functional structures

(Enter '0' if there are none)

Office / Administration

Library / Reading Room

Storeroom

Sick Bay

Dormitory / Hostel Block

Workshop

Computer Laboratory

Science Laboratory

Teachers Quarters/ Bedrooms

Other Staff Quarters
Heads Quarters
Dining Hall
Assembly Hall
Kitchen
Bath House
Number of non-functional structures <i>(Enter '0' if there are none)</i>
Office / Administration
Library / Reading Room
Storeroom
Sick Bay
Dormitory / Hostel Block

Workshop
Computer Laboratory
Science Laboratory
Teachers Quarters/ Bedrooms
Other Staff Quarters
Office / Administration
Heads Quarters
Assembly Hall
Kitchen
Bath House

Number needing repair*(Enter '0' if there are none)*

Office / Administration

Library / Reading Room

Storeroom

Sick Bay

Dormitory / Hostel Block

Workshop

Computer Laboratory

Science Laboratory

Teachers Quarters/ Bedrooms

Other Staff Quarters

Heads Quarters

Dining Hall

Assembly Hall

Kitchen

Number Uncompleted

(Enter '0' if there are none)

Office / Administration

Library / Reading Room

Staff Room

Storeroom

Sick Bay

Dormitory / Hostel Block

Workshop

Computer Laboratory

Science Laboratory

Teachers Quarters/ Bedrooms

Other Staff Quarters

Heads Quarters

Dining Hall

Assembly Hall

Kitchen

Bath House

Playground/Play area

(Enter 'O' if there are none)

Does the school have a playground/play-area?

- ☐ Yes, a formally designated play area
- ☐ Yes, an area used as a playground but not formally designated as such/not purpose-built
- ☐ No

Which, if any, of the following playground/play-area equipment does the school have?

(Please tick all that apply)

- ☐ Goal posts
- ☐ Basketball/netball hoops
- ☐ Climbing frame Swings
- ☐ Slide Merry-go-round
- ☐ None
- ☐ Others

Please specify

Does the school have shaded areas (e.g., trees, pavilions)?

- ☐ Yes
- ☐ No

Computers

Does the school have computers for pupils to use?

- ☐ Yes
- ☐ No

How many computers are available for pupil use?

Are these computers connected to the internet?

- ☐ Yes, most or all are connected to the internet.
- ☐ Yes, some are connected to the internet.
- ☐ No, none are connected to the internet.

Can the school get internet access at an estimated time?

- ☐ Yes ☐ No

Utilities

Electricity

Does the school have electricity supply?

- ☐ Yes ☐ No

What is the primary source of electricity?

- ☐ National grid
☐ Private generator
☐ Solar
☐ Others

Please specify

Are all buildings connected to the electricity supply?

- ☐ All of the buildings are connected
☐ Some of the buildings are connected
☐ No

Is there a back-up (secondary) source of electricity?

- ☐ Yes ☐ No

What is the back-up source?

- ☐ National Grid
- ☐ Private generator
- ☐ Solar
- ☐ Others

Please specify

Are all buildings connected to the back-up source?

- ☐ Yes
- ☐ No

Water, Sanitation & Hygiene

Water

What is the main source of drinking water in the school?

- ☐ Pipe-borne water (Public supply)
- ☐ Borehole with handpump
- ☐ Borehole with electricity (including grid, generator or solar-powered)
- ☐ Protected well
- ☐ Unprotected well
- ☐ River or stream
- ☐ Rain water
- ☐ Packaged water (pure water or bottled water)
- ☐ Other

Please Specify

Is drinking water from the main source currently available?

- ☐ Yes ☐ No

Utilities

Is drinking water from the main source currently available?

- ☐ Pipe-borne water (Public supply)
- ☐ Borehole with handpump
- ☐ Borehole with electricity (including grid, generator or solar-powered)
- ☐ Protected well Unprotected well
- ☐ River or stream
- ☐ Rain water
- ☐ Packaged water (pure water or bottled water)
- ☐ Other

Please specify

What is the main water storage facility in the school?

- ☐ Tank Buckets
- ☐ None
- ☐ Other

Please specify

Handwashing

Does your school have a handwashing facility?

☐ Yes ☐ No

If yes, how many of the following handwashing facilities are at the school?

Veronica bucket

Tippy taps

Sink with taps

Others

Toilets

Are there toilets within the school grounds/compound?

☐ Yes ☐ No

What type of toilet(s)?

(Please tick all/that apply)

- ☐ Flush toilet
- ☐ Mobile toilet
- ☐ Pit latrine
- ☐ Bucket latrine
- ☐ Hanging toilet
- ☐ Open defecation

Is there a wash hand basin with running water in/by the toilet?

☐ Yes ☐ No

Are there separate toilets for students and staff members?

☐ Yes ☐ No

Separate toilets for staff and students

How many toilets are there for staff members?

How many toilets are there for students?

Are there separate toilets for boys and girls?

☐ Yes
☐ No
☐ Not applicable (single sex school)

Separate toilets for male and female students

How many toilets are there for boys?

How many toilets are there for girls?

Are there separate toilets for male and female staff members?

☐ Yes ☐ No

Separate toilets for male and female staff members

How many toilets are there for male staff members?

How many toilets are there for female staff members?

Are all the toilets in use?

☐ Yes ☐ No

How many toilets are not in use?

Waste management

Is there a designated waste dump (for general refuse) site near the school grounds/compound?

☐ Yes ☐ No

Are there refuse/waste collections points around the school grounds/compound?

☐ Yes ☐ No

Security and Access

Is there a perimeter fence around the school?

- ☐ Yes, with a gate that is lockable.
- ☐ Yes, with a gate that is not lockable/a general opening
- ☐ No, there is no perimeter fence

Does the school have a manned security post?

☐ Yes ☐ No

Are they trained/qualified security personnel?

☐ Yes ☐ No

Does the school have a safe haven/escape route?

☐ Yes ☐ No

Is there a tarred road leading to the school?

☐ Yes ☐ No

Are the walkways within the premises paved?

☐ Yes ☐ No

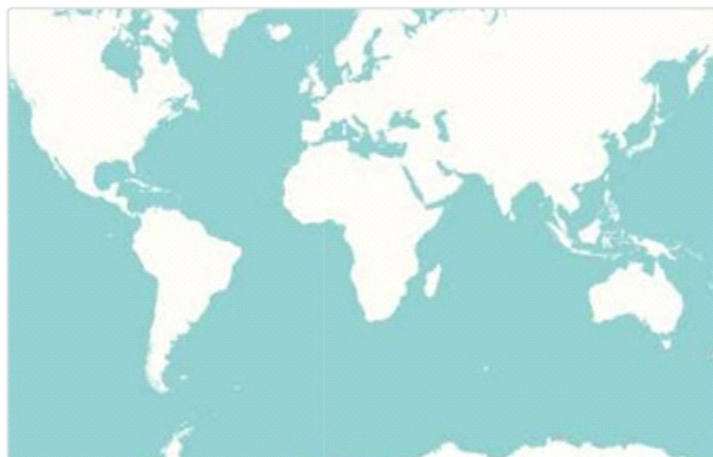
GPS COORDINATES

latitude (x,y °)

longitude (x,y °)

altitude (m)

accuracy (m)



APPENDIX C

NOMADIC SCHOOLS - EDUCATION DATA

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

NOTES (Please record here anything you feel might be important at this stage, for example, if this is a second attempt to collect the information.)

SCHOOL IDENTIFICATION

Local Government Area

Ensure you have selected the correct LGA name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAIKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

What is the school's official email address?

What is the school's website?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Which level(s) of education does the school cover?

- ☐ ECCDE (Nursery/Preschool) only
- ☐ Primary (Basic 1-6) only
- ☐ Both ECCDE & Primary

What is the school model/approach?

(Select all that apply)

- ☐ On-site school
- ☐ Shift/mobile school
- ☐ Open/Distance learning school

Is this also an Integrated Quranic Education (IQE) school?

- ☐ Yes
- ☐ No

What type(s) of curriculum is used in this school?

- ☐ The Nigerian National Curriculum
- ☐ Nigerian Nomadic Education Curriculum
- ☐ Montessori
- ☐ British
- ☐ American
- ☐ Cambridge Assessment International
- ☐ Education Accelerated Christian Education (ACE)
- ☐ Others

Please specify

I am going to read out a list of subjects.

Please indicate subjects that are taught in this school.

- ☐ The Nigerian National Curriculum
- ☐ Nigerian Nomadic Education Curriculum
- ☐ Montessori
- ☐ British
- ☐ American
- ☐ Cambridge Assessment International
- ☐ Education Accelerated Christian Education (ACE)
- ☐ Others

What is the school's primary language of instruction?

- ☐ English
- ☐ Arabic
- ☐ Ffulfulde
- ☐ Hausa
- ☐ Gbagyi
- ☐ Nupe

Please specify

APPENDIX D

SECONDARY SCHOOLS - INFRASTRUCTURE DATA

GROUP B

This questionnaire has been designed to collect Baseline Educational Statistics (BES) information on all primary schools as part of the Transforming Education in Niger State (TENS II) Programme. The information will be used to provide the exact number of children and teachers within the educational sector to enable the Niger State government to plan for current and future educational provision within the state to significantly improve the educational system. Please, help us complete the questionnaire as accurately as possible. For the exercise, all personal information collected will be kept strictly confidential and anonymised when used for clarification purposes.

No personal information will be disclosed to anyone outside the TENS II Programme. If you need any assistance in completing this form or have any queries, please call any of the BES telephone Helpline numbers. Thank you for your assistance.

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

NOTES (Please record here anything you feel might be important at this stage, for example, if this is a second attempt to collect the information.)

SCHOOL IDENTIFICATION

School name

Local Government Area

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

What is the school's official email address?

What is the school's website?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Which level(s) of education does the school cover?

- ☐ ECCDE (Nursery/Preschool) only
- ☐ Primary (Basic 1-6) only
- ☐ Both ECCDE & Primary INFRASTRUCTURE

Which type of classroom structures does the school have?

(Select all that apply)

- ☐ Permanent classrooms (These buildings are immovable and are made from cement blocks with a fixed foundation)
- ☐ Temporary classrooms (These buildings are also immovable but are made from local materials like mud, wood and thatch)
- ☐ Mobile classrooms (These buildings are collapsible and movable and may be made from local materials or more modern materials like tents)
- ☐ No classroom structures

How many classrooms does each level in the school have?

Nursery

Nursery 1

Nursery 2

Nursery 3

Primary

Primary 1

Primary 2

Primary 3

Primary 4

Primary 5

Primary 6

SCHOOL BUILDINGS & FURNITURE

Functional and Non-functional classrooms

How many of the permanent classrooms are functional (in use)?

How many of the permanent classrooms are Non-functional (not currently in use because of damage)?

How many of the functional classrooms...

Have cracked walls?

Have leaking roofs?

Have broken or missing windows?

Have damaged or missing doors?

Classroom Furniture

How many of the following are available in the classrooms at the Nursery level?

Teacher table

Teacher Chair

Black/White Board
Cupboard
Desks
Nursery
Single desk
Double desks
Triple desks
Four-person desks or more
Primary
Single desk
Double desks
Triple desks
Four-person desks or more

Which of the following are available in the school?

(Tick all that apply)

- ☐ Office | Administration | Library | Reading Room | Staff Room
- ☐ Storeroom
- ☐ Sick Bay
- ☐ Dormitory | Hostel Block
- ☐ Workshop
- ☐ Computer Laboratory
- ☐ Science Laboratory
- ☐ Teachers Quarters/Bedrooms
- ☐ Other Staff Quarters
- ☐ Heads Quarters
- ☐ Dining Hall
- ☐ Assembly Hall
- ☐ Kitchen
- ☐ Bath House

What is the NUMBER and the CONDITIONS of the following rooms/blocks in the school?

Number of functional structures

Office I Administration

Library/ Reading Room

Staff Room

Storeroom

Sick Bay

Dormitory I Hostel Block

Workshop

Computer Laboratory

Science Laboratory

Teachers Quarters/ Bedrooms

Other Staff Quarters

Heads Quarters
Assembly Hall
Kitchen
Bath House
Number of non-functional structures
Office I Administration
Library/ Reading Room
Staff Room
Storeroom
Sick Bay
Dormitory I Hostel Block

Workshop
Science Laboratory
Teachers Quarters/ Bedrooms
Other Staff Quarters
Heads Quarters
Dining Hall
Assembly Hall
Kitchen
Bath House
Number needing repair
Office I Administration
Library/ Reading Room
Staff Room

Storeroom
Sick Bay
Dormitory I Hostel Block
Workshop
Computer Laboratory
Science Laboratory
Teachers Quarters/ Bedrooms
Other Staff Quarters
Heads Quarters
Dining Hall
Assembly Hall
Kitchen
Bath House

Number needing repair
Office I Administration
Library/ Reading Room
Staff Room
Storeroom
Sick Bay
Dormitory I Hostel Block
Workshop
Computer Laboratory
Science Laboratory
Teachers Quarters/ Bedrooms
Other Staff Quarters
Heads Quarters

Dining Hall

Assembly Hall

Kitchen

Bath House

Playground/ Play area

Bath House

- ☐ Yes, a formally designated play area
- ☐ Yes, an area used as a playground but not formally designated as such/not purpose-built
- ☐ No

Which, if any, of the following playground equipment does the school have?

(Please tick all that apply)

- ☐ Goal posts
- ☐ Basketball/netball hoops
- ☐ Climbing frame Swings
- ☐ Slide
- ☐ Merry-go-round
- ☐ None
- ☐ Others

Please specify

Computers

Does the school have computers for pupils to use?

- ☐ Yes ☐ No

How many computers are available for pupil use?

Are these computers connected to the internet?

- ☐ Yes, most or all are connected to the internet.
☐ Yes, some are connected to the internet.
☐ No, none are connected to the internet.

Can the school get internet access at an estimated time?

- ☐ Yes ☐ No

Electricity

Does the school have electricity supply?

- ☐ Yes ☐ No

What is the primary source of electricity?

- ☐ National grid
☐ Private generator
☐ Solar
☐ Others

Please specify

Are all buildings connected to the electricity supply?

- ☐ All of the buildings are connected
- ☐ Some of the buildings are connected
- ☐ No

Is there a back-up (secondary) source of electricity?

- ☐ Yes
- ☐ No

What is the back-up source?

- ☐ National Grid
- ☐ Private generator
- ☐ Solar
- ☐ Others

Please Specify

Are all buildings connected to the back-up source?

- ☐ Yes
- ☐ No

Water, Sanitation & Hygiene

Water

What is the main source of drinking water in the school?

- ☐ Pipe-borne water (Public supply)
- ☐ Borehole with handpump
- ☐ Borehole with electricity (including grid, generator or solar-powered)
- ☐ Protected well
- ☐ Unprotected well
- ☐ River or stream
- ☐ Rain water
- ☐ Packaged water (pure water or bottled water)
- ☐ Other

Please Specify

Is drinking water from the main source currently available?

- ☐ Yes
- ☐ No

Is drinking water from the main source currently available?

- ☐ Pipe-borne water (Public supply)
- ☐ Borehole with handpump
- ☐ Borehole with electricity (including grid, generator or solar-powered)
- ☐ Protected well Unprotected well
- ☐ River or stream
- ☐ Rain water
- ☐ Packaged water (pure water or bottled water)
- ☐ Other

Please specify

What is the main water storage facility in the school?

- ☐ Tank Buckets
- ☐ None
- ☐ Other

Please specify

Handwashing

Does your school have a handwashing facility?

- ☐ Yes ☐ No

how many of the following handwashing facilities are at the school?

Veronica bucket

Tippy taps

Sink with taps

Others

Toilets

Are there toilets within the school grounds/compound?

- ☐ Yes ☐ No

What type of toilet(s)?

(Please tick all/that apply)

- ☐ Flush toilet
☐ Mobile toilet
☐ Pit latrine
☐ Bucket latrine
☐ Hanging toilet
☐ Open defecation

Is there a wash hand basin with running water in/by the toilet?

- ☐ Yes ☐ No

Are there separate toilets for students and staff members?

- ☐ Yes ☐ No

Separate toilets for staff and students

How many toilets are there for staff members?

How many toilets are there for students?

Are there separate toilets for boys and girls?

- ☐ Yes
- ☐ No
- ☐ Not applicable (single sex school)

How many toilets are there for boys or girls?

Boys?

Girls?

Are there separate toilets for male and female staff members?

- ☐ Yes ☐ No

How many toilets are there for:

How many toilets are there for male or female staff members?

Male staff members?

Female staff members?

Are all the toilets in use?

- ☐ Yes ☐ No

How many toilets are not in use?

Waste management

Is there a designated waste dump (for general refuse) site near the school grounds/compound?

- ☐ Yes ☐ No

Are there refuse/waste collections points around the school grounds/compound?

- ☐ Yes ☐ No

Security and Access

Is there a perimeter fence around the school?

- ☐ Yes, with a gate that is lockable.
☐ Yes, with a gate that is not lockable/a general opening
☐ No, there is no perimeter fence

Does the school have a manned security post?

- ☐ Yes ☐ No

Are they trained/qualified security personnel?

- ☐ Yes ☐ No

Does the school have a safe haven/escape route?

- ☐ Yes ☐ No

Is there a tarred road leading to the school?

- ☐ Yes ☐ No

Are the walkways within the premises paved?

- ☐ Yes ☐ No

GPS COORDINATES

latitude (x,y °)

longitude (x,y °)

altitude (m)

accuracy (m)



APPENDIX E

SECONDARY SCHOOLS EDUCATION DATA

GROUP A

INTRODUCTION

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

NOTES (Please record here anything you feel might be important at this stage, for example, if this is a second attempt to collect the information.)

SCHOOL IDENTIFICATION

Local Government Area

Ensure you have selected the correct LGA name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAIKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

What is the school's official email address?

What is the school's website?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Is this school affiliated with:

- ☐ A Christian organisation (Church or other)
- ☐ An Islamic organisation
- ☐ Other religious organisation

Is this school for:

- ☐ Regular education only
- ☐ Science and Technical Education only
- ☐ Special education only
- ☐ Islamic education only
- ☐ Integrated general and special education needs
- ☐ Integrated regular and Islamic education

Which type of Islamic education does the school provide?

- ☐ Qur'anic
- ☐ Islamiyya
- ☐ Ilimi

Which level(s) of education does the school cover?

- ☐ Junior Secondary (JSS) only
- ☐ Senior Secondary (SS) only
- ☐ Both Junior and Senior Secondary (JSS & SS)

Is the school a day or boarding school?

- ☐ Day school only
- ☐ Boarding school only
- ☐ Integrated (day and boarding school)

What type(s) of curriculum is used in this school?

- ☐ The Nigerian National Curriculum
- ☐ NBTE Curriculum
- ☐ Montessori
- ☐ British
- ☐ American
- ☐ Cambridge Assessment International Education
- ☐ Accelerated Christian Education (ACE)
- ☐ Others

Please specify

I am going to read out a list of subjects. Please indicate subjects that are taught in this school.

- ☐ English
- ☐ General Mathematics
- ☐ Hausa
- ☐ Igbo
- ☐ Yoruba
- ☐ Basic Science
- ☐ Basic Technology
- ☐ Physical and Health Education
- ☐ Christian Religious Studies
- ☐ Civic Education
- ☐ Islamic Studies
- ☐ Security Education
- ☐ Social Studies
- ☐ Cultural and Creative Arts
- ☐ Agriculture
- ☐ Entrepreneurship
- ☐ Home Economics
- ☐ Air Conditioning and Refridgeration
- ☐ Animal Husbandry
- ☐ Auto body repair And Spray painting
- ☐ Auto Electrical Works
- ☐ Auto Mechanical Works
- ☐ Automobile Parts Merchandising
- ☐ Autopart Merchandizing
- ☐ Block laying, Brick laying & Concrete Works
- ☐ Book Keeping
- ☐ Carpentry And Joinery
- ☐ Catering and Craft Practice
- ☐ Cosmetology
- ☐ Data Processing
- ☐ Dyeing And Bleaching
- ☐ Electrical Installation And Maintenance Work

APPENDIX F

SECONDARY SCHOOLS - INFRASTRUCTURE DATA

GROUP A

This questionnaire has been designed to collect Baseline Educational Statistics (BES) information on all primary schools as part of the Transforming Education in Niger State (TENS II) Programme. The information will be used to provide the exact number of children and teachers within the educational sector to enable the Niger State government to plan for current and future educational provision within the state to significantly improve the educational system. Please, help us complete the questionnaire as accurately as possible.

For the exercise, all personal information collected will be kept strictly confidential and anonymised when used for clarification purposes. No personal information will be disclosed to anyone outside the TENS II Programme. If you need any assistance in completing this form or have any queries, please call any of the BES telephone Helpline numbers. Thank you for your assistance.

Enter Full Name

For Enumerators

Is the Head Teacher available to respond?

☐ Yes ☐ No

Head Teacher's Name

Head Teacher's Phone Number

Name of respondent

Position of Respondent

How many years has the head teacher been in post?

NOTES (Please record here anything you feel might be important at this stage, for example, if this is a second attempt to collect the information.)

SCHOOL IDENTIFICATION

School name

Local Government Area

Ensure you have selected the correct LG A name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

What is the school's official phone number?

What is the school's P.O. Box or P.M.B?

What is the school's official email address?

What is the school's website?

SCHOOL DESCRIPTION

Is this school for:

- ☐ Boys
- ☐ Girls
- ☐ Boys and Girls (Mixed school)

Is this school a:

- ☐ Private School
- ☐ Public School (Government owned)
- ☐ Others

Please specify

Is this school for:

- ☐ General education only
- ☐ Science and Technical Education only
- ☐ Special education only
- ☐ Integrated general and special education needs

Which level(s) of education does the school cover?

- ☐ Junior Secondary (JSS) only
- ☐ Senior Secondary (SS) only
- ☐ Both Junior and Senior Secondary (JSS & SS)

How many classrooms does each level in the school have?

(Enter '0' if there are none)

JSS 1

JSS 2

JSS 3

SS 1

SS 2

SCHOOL BUILDINGS & FURNITURE

Functional and Non-functional classrooms

How many classrooms are functional (in use)?

How many classrooms are Non-functional (not currently in use because of damage)?

How many functional classrooms...

(Enter '0' if there are none)

Have cracked walls?

Have leaking roofs?

Have broken or missing windows?

Have damaged or missing doors?

Classroom Furniture

How many of the following are available in the classrooms at the junior Secondary level?

Teacher table

Teacher chair

Black/White Board

Cupboard

APPENDIX G

TERTIARY

This questionnaire aims to gather comprehensive data on the current state of tertiary institutions in Niger State. The data collected will be used to identify problems and challenges and to develop and implement interventions to improve educational standards, learning outcomes, and the learning environment sustainably. Please complete the questionnaire as accurately as possible.

For the exercise, all personal information collected will be kept strictly confidential and anonymised when used for clarification purposes. No personal information will be disclosed to anyone outside the TENS II Programme. If you need any assistance in completing this form or have any queries, please call any of the telephone Helpline numbers.

Thank you for your assistance.

Enter Full Name

For Enumerators

Provide any initial notes on the circumstances of the interview.

(Please record here anything you feel might be important at this stage, for example, if this is a second attempt to collect the information.)

INSTITUTION IDENTIFICATION

Name of Institution

Ensure you enter the school name accurately

Type of Institution

- ☐ University
- ☐ College of Education
- ☐ College of Health
- ☐ Polytechnic
- ☐ Others

Please specify others

Ownership

- ☐ State
- ☐ Private

SCHOOL IDENTIFICATION

Local Government Area

Ensure you have selected the correct LG A name

- | | |
|---------------------------------|--------------------------------|
| ☐ AGAIE | ☐ MAGAMA |
| ☐ AGWARA | ☐ MARIGA |
| ☐ BIDA | ☐ MASHEGU |
| ☐ BORGU | ☐ MOKWA |
| ☐ Bosso | ☐ MUNYA |
| ☐ CHANCHAGA | ☐ PAIKORO |
| ☐ EDATI | ☐ RAFI |
| ☐ GBAKO | ☐ RIJAU |
| ☐ GURARA | ☐ SHIRORO |
| ☐ KATCHA | ☐ SULEJA |
| ☐ KONTAGORA | ☐ TAFA |
| ☐ LAPAI | ☐ WUSHISHI |
| ☐ LAVUN | |

Ward

Community/Village

What year was this school established?

yyyy

Name of Head of Institution (Vice-Chancellor or Provost or Rector)

Contact Information of Head of Institution (Vice-Chancellor or Provost or Rector)

Obtain the phone number of the head of institution

Governance and Administration

- ☐ Board of Trustees
- ☐ Governing Council
- ☐ Senate
- ☐ Others

Please specify

FOR ENUMERATOR: Please ask the respondent to provide you with a hardcopy list of Faculties, Departments and Academic Programmes offered in the University

Full-Time Academic Staff

How many full-time male academic staff do you have?

How many full-time female academic staff do you have?

How many of the full-time male academic staff have a PhD?

How many of the full-time female academic staff have a PhD?

Part-time Academic Staff

Do you have part-time academic staff?

☐ Yes ☐ No

How many full-time male academic staff do you have?

How many full-time female academic staff do you have?

How many of the full-time male academic staff have a PhD?

How many of the full-time female academic staff have a PhD?

Which academic cadres do you have in the Institute?

Select as many/ as apply

- ☐ Professor
- ☐ Associate. Prof/Reader
- ☐ Senior Lecturer
- ☐ Lecturer 2
- ☐ Lecturer 1
- ☐ Others

Please specify

Infrastructure

Number of Campuses

Main Campus Area

In Hectares

Overall Condition of Buildings

Rate the condition of the institutions buildings on a scale of 1-5, where 1 is poor and 5 is excellent

Classrooms

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

Laboratories

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

Administrative Offices

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

Libraries

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

Cafeterias

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

Auditoriums

- | | |
|-------------------------|-------------------------|
| ☐ 1 | ☐ 4 |
| ☐ 2 | ☐ 5 |
| ☐ 3 | |

How many of the following do you have in this institution?

Enter 0 if there are none

Professors

Associate Professors/Readers

Senior Lecturers

Lecturer 2

Lecturer 1

Others

Non-Academic Staff

How many full-time male academic staff do you have?

How many full-time female academic staff do you have?

How many of the full-time male academic staff have a PhD?

How many of the full-time female academic staff have a PhD?

Do you have part-time non-academic staff?

Do you have part-time non-academic staff?

- ☐ Yes ☐ No

Which non-academic cadres do you have in the Institute?

- ☐ Principal
☐ Registrar
☐ Secretary

How many non-academic cadres do you have in the University?

e.g. Principal registrar, Registrar, Secretary etc.

How many non-academic staff are on each cadre?

Strategic Plan

in which year was the strategic plan drafted?

yyyy

How often is the strategic plan reviewed?

- ☐ Annually
☐ Biannually (Every 2 years)
☐ Between three to five years
☐ Between six to ten years

Electric Supply

Does the school have electricity supply?

- ☐ Yes ☐ No

What is the primary source of electricity?

- ☐ National grid
☐ Private generator
☐ Solar
☐ Others

Please specify

Are all buildings connected to the electricity supply?

- ☐ Yes ☐ No

Is there a back-up (secondary) source of electricity?

- ☐ Yes ☐ No

what is the backup source?

Are all buildings connected to the backup source?

- ☐ Yes ☐ No

For Enumerators: Kindly record the duration of the power supply while this survey was being taken. Please tell us how long you were at the Institution I and whether the electricity was in constant service or whether/for how long it cut out.

Duration of the power supply

Water

Are there functioning water points within the institution / college ?

- ☐ Yes ☐ No

What is the main water source?

- ☐ Public supply
☐ Well
☐ Borehole
☐ River or stream
☐ Other

Please specify

Is the water of drinking quality?

- ☐ Yes ☐ No

Is water supplied to other parts of the school?

- ☐ Yes ☐ No

Waste and Sanitation

Are there toilets in each building?

- ☐ Yes ☐ No

What type of toilet(s)?

Please tick all that apply

- ☐ Flush toilet
☐ Pit latrine
☐ Bucket latrine
☐ Open defecation

Is there a wash hand basin with running water in/by the toilet?

- ☐ Yes ☐ No

Are there separate toilets for Males and Females?

- ☐ Yes
☐ NO
☐ Not applicable (single-sex school)

Are there separate toilets for staff members?

- ☐ Yes ☐ No

Is there a designated waste dump (for general refuse) site near the grounds/compound?

- ☐ Yes ☐ No

Are there refuse/waste collection points around the grounds/compound?

- ☐ Yes ☐ No

Security, Access, and Communications

Does the Institution own the facility it currently occupies?

- ☐ Yes ☐ No

Does the Institution share other facilities with other schools or Institutions?

- ☐ Yes ☐ No

Which other schools or institution share facilities with other schools or institutions?

- ☐ Yes ☐ No

Is there a perimeter fence around the institution?

- ☐ Yes ☐ No

Does the institution have manned security posts?

- ☐ Yes ☐ No

Are they trained/qualified security personnel?

- ☐ Yes ☐ No

Are the security personnel employed by the institution or are they third-party contractors?

- ☐ They are employed by the institution
☐ They are third-party contractors
☐ Some are employed by the institution while others are third-party contractors

What percentage are employed by the institution?

How many security personnel are there in total?

Is there a police station within the institution's premises?

☐ Yes ☐ No

if not, how far is the nearest police station?

Is there a paved road leading to the institution?

☐ Yes ☐ No

Are the walkways within the premises paved?

☐ Yes ☐ No

Academic Programmes

What are the number of Faculties/Colleges and Departments?

Give a list of academic programmes offered

Do not ask this question if you already requested for a list of Faculties and departments at the beginning of the interview. You may however, use it as an opportunity to remind them about providing the list.

Which academic programmes have NOT been accredited by the relevant accrediting body?

Which academic programmes were introduced in the last 5 years?

Mode of teaching

- ☐ In-person
- ☐ Online
- ☐ Hybrid

Does the institution have any affiliations with professional bodies/organizations.

- ☐ Yes ☐ No

Please give some examples stating whether they are local or international.

SEND

Does the institution currently have any students with special educational needs and disabilities (SEND)?

- ☐ Yes ☐ No

How many SEND students are currently enrolled in the institution?

Enter '9999' if the respondent cannot provide an accurate figure

Are there special facilities for SEND students?

E.g. ramps, braille, etc.

- ☐ Yes ☐ No

How many of the following categories of SEND Students are present in this school?

- ☐ Visual impairment
- ☐ Hearing impairment
- ☐ Physical disability
- ☐ Specific learning difficulty (e.g. Dyslexia)
- ☐ Other

Please specify

What is the student dropout rate?

Response should be a percentage

What is the student graduation rate?

Response should be a percentage

What is the student employment rate after graduation?

Response should be a percentage

Library Resources

Do students have to purchase books and handouts?

- ☐ Yes ☐ No

Are there sufficient books in the library?

- ☐ Yes ☐ No

How are the books sourced?

Are they received from donations, bought with school budget, etc.?

Does the institution subscribe to journals?

☐ Yes ☐ No

How many journals does the institution subscribe to?

Are Digital resources available?

E.g. e-books, learning apps, podcasts, digital studyguides, etc.

☐ Yes ☐ No

Services

What Student Support Services are available?

☐ Yes ☐ No

How many journals does the institution subscribe to?

- ☐ Counselling
- ☐ Career Services
- ☐ Health Services
- ☐ Accommodation Services
- ☐ Others

Please specify

Are there banks within the school premises?

☐ Yes ☐ No

How many banks are there?

Funding and Financial Management

Sources of funding

- ☐ Government grants
- ☐ Tuition fees
- ☐ Donations
- ☐ Research grants
- ☐ Alumni relations
- ☐ Others

Please specify others

What is your annual budget?

Request for an approximate Figure if the respondent is reluctant to provide on exact Figure

Budget allocation

In percentage

Academic Programs:

Infrastructure:

Faculty Development:

Student Services:

Research:

Major challenges faced by the institution*(tick all that apply)*

- ☐ Funding Infrastructure
- ☐ Faculty recruitment and retention
- ☐ Student enrollment and retention
- ☐ Curriculum development
- ☐ Research and development
- ☐ ICT and technology integration
- ☐ Governance and administration International collaboration
- ☐ Other

Please specify

FOR ENUMERATOR: Please, confirm that you have been provided with a list of Faculties, Departments and Academic Programmes offered in the University before you end the survey.

Any Other Information

CONTACT INFORMATION

For additional information on the TENS II Programme, please get in touch with our offices at

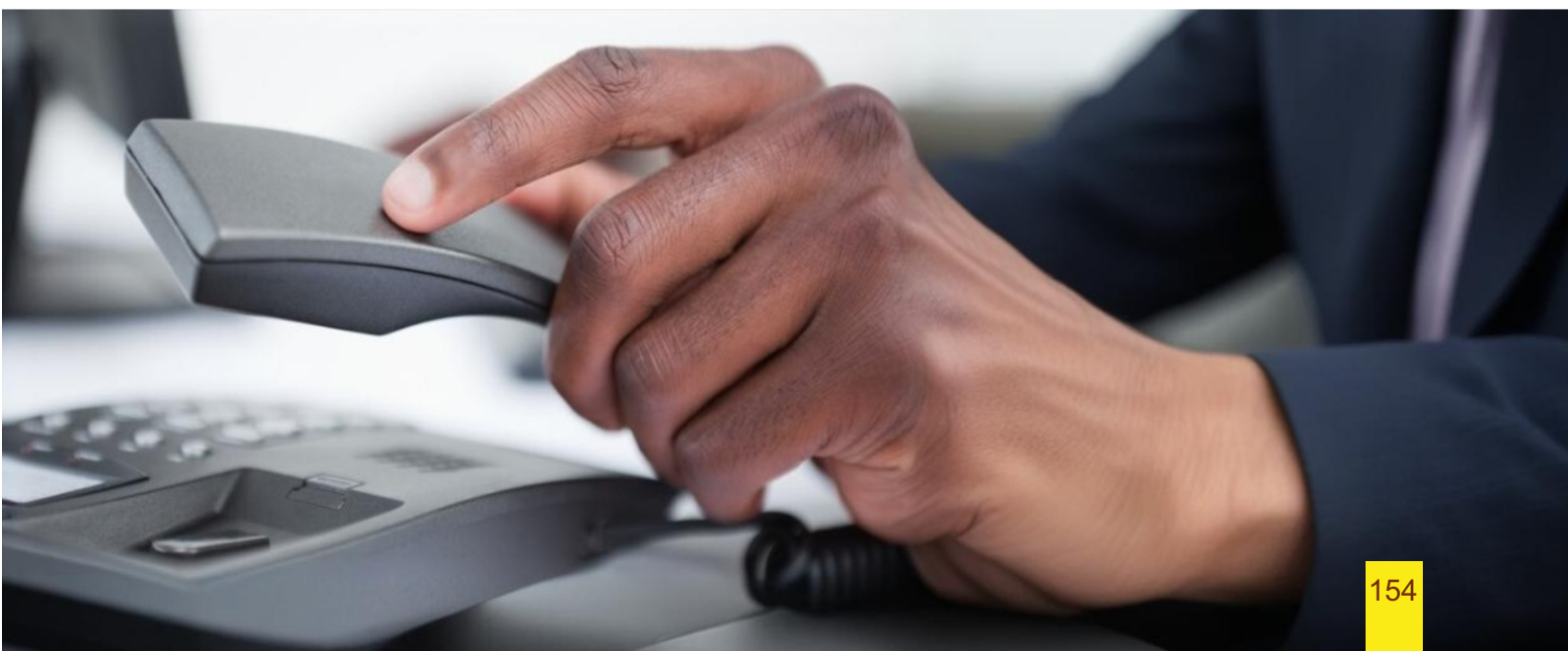
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