Needs Assessment of 430 Schools in Ikara, Kaduna South and Sanga Local Governments of Kaduna State

Conducted by
Community Life Project (CLP)-ReclaimNaija

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1.0 Background

Nigeria is reported to have the highest number of out-of-school children in the world. The most recent statistics puts the figure at 10.5 million children with significant numbers in the Northern part of the country. This is despite the fact that primary education is free and compulsory in Nigeria. UNICEF noted that "the education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls."

The Nigerian government has put in place several policies to reduce the number of out-of-school children in Nigeria; including setting up the Universal Basic Education Commission (UBEC). As stated in the Education For All 2015 National Review Report, the objective of the UBEC programme is to "ensure unfettered access to 9 years of formal basic education, provision of free universal basic education for every Nigerian child and reducing the incidence of 'drop-out' from the formal school system through improved relevance, quality and efficiency".

States have equally set up the State Universal Basic Education Boards (SUBEB) and provide counterpart funding to the UBEC funds for universal basic education.

The Federal Government has also gone a step further in instituting the Home-Grown School Feeding Programme, to among others, "improve the enrolment of primary school children in Nigeria and reduce the current dropout rates from primary school which is estimated at 30%."

However, a lot still needs to be done to provide a conducive-learning environment for pupils. There exist some deficits in the provision of basic infrastructure and services. Many schools are in need of classrooms, water, toilets and instructional materials. Of recent, the School-Based Management Committee School Improvement Plan (SIP) was launched by UBEC to address some of the infrastructural gaps in the schools. However, the School-Based Management Committees are not functional in some schools; and therefore, are not in a position to benefit from the opportunities provided by the SIP. Moreover, some functional SBMCs are not fully familiar with the content of the SIP.

1.1 Education in Kaduna State

Kaduna State's Education Strategic Plan (2006 - 2015) gives its policy objectives as follows: "1) To provide free and compulsory basic education of good quality to all school age children in Kaduna State; 2) To expand basic education coverage to make it inclusive for disadvantaged groups, including the poor, girls and women, pastoralists and people in

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https://www.bbc.com/news/world-africa-40715305
https://www.unicef.org/nigeria/education
Education for All 2015 National Review Report: Nigeria. Pg. 30
https://www.nhgsfp.gov.ng/

remote and difficult locations; 3) To provide appropriate opportunities for out-of-school youth and the adult population to acquire education."

The state has also demonstrated its willingness and commitment through its budgetary allocations to the Education Sector, spending over N142.9 billion between 2015 and 2018; N25.4 billion in 2019 (27% of the State Budget) and N42 billion in 2020 (25% of the Budget).

In a bid to promote transparency and accountability in the governance process, the State Government signed on to the Open Government Partnership (the first State in Nigeria to do so) and created an IT platform that allows citizens to send reports and complaints to Government Agencies. In the Education Sector, citizen participation in promoting accountability and transparency is being realised through a partnership between Civil Society Organisations, SUBEB and UBEC with the support of MacArthur Foundation. This involves capacity building of communities and SBMCs to participate in the monitoring and evaluation of both the construction of school projects and the feeding programme.

1.2 Needs Assessment of Schools in Ikara, Kaduna South and Sanga Local Government Areas

A Needs Assessment of Schools was carried out in Ikara, Kaduna South and Sanga LGAs in late 2019 as part of the MacArthur-supported government-CSO partnership initiative. Community Life Project (CLP) - ReclaimNaija, which carried out the Needs Assessment, is one of the CSOs in the partnership. CLP-ReclaimNaija had been actively engaged in the monitoring of school projects in the 3 LGAs, as part of a larger cohort of CSOs working in Kaduna State. The decision to carry out the Needs Assessment was informed by one major factor – the launch of the School-Based Management Committee School Improvement Plan by UBEC, which provided opportunities for SBMCs to access funds for school projects. The CSO partners thought it important to strengthen the capacity of SBMCs to be more efficient and effective by providing them tools, knowledge and skills necessary. One of such tools and knowledge is a comprehensive needs assessment of schools showing exactly what each school needs to make it possible to match funding with the real needs of each school.

1.3 Objectives of the Needs Assessment
The Needs Assessment has three major objectives:
1. To establish the real needs of schools in the 3 Project Local Governments of Ikara, Kaduna South and Sanga.
2. To provide a coherent data that would facilitate the choice of projects to be included in the Annual Action Plan of the State Universal Basic Education Board.
3. To provide an advocacy tool for the School-Based Management Committee towards the implementation of the Universal Basic Education School Improvement Plan.

[5] https://www.globalpartnership.org/sites/default/files/2013-08-Nigeria-Kaduna-ESP.pdf . Pg. 8
[6] https://guardian.ng/news/kaduna-government-spends-n142-9bn-on-basic-education-in-4-years/
[7] https://www.dailytrust.com.ng/kaduna-el-rufai-signs-2019-budget.html
[8] https://www.premiumtimesng.com/regional/nwest/361308-kaduna-govt-earmarks-over-n42-bn-to-education-in-2020.html

1.4 Scope of the Study

The study covered all the 430 listed Primary and Junior Secondary Schools in the 3 LGAs. The list of the schools was provided by the Education Secretaries of each LGA.

LGAs	Number of Schools		Total
	Primary	Junior Secondary	
Ikara	170	15	185
Kaduna South	36	11	47
Sanga	182	16	198
Total	388	42	430

Table 1: Number of schools studied in each LGA.

1.5 Methodology

The study relied heavily on primary data collected through a meticulous process from Head Teachers and Principals of the Schools covered.

The data collection instrument was adapted from the questionnaire developed by a partner CSO, Connected Development (CODE). Both qualitative and quantitative data were collected.

Prior to the data collection exercise, two major activities were organised – training of the data collection team and advocacy meetings with Head Teachers and Principals of the target schools.

Training of Data Collection Team
24 CLP-ReclaimNaija Project Volunteers were trained on the Needs Assessment exercise and how to administer the data collection instrument. These were volunteers based in the target LGAs who had been actively engaged over the past two years in monitoring and evaluating the implementation of the Universal Basic Education funded projects.

Advocacy Meetings with Head Teachers and Principals of the Schools
Three Advocacy meetings were subsequently organised for the Head Teachers and Principals of schools in the 3 LGAs. The participants comprised of the 185 Head Teachers and Principals in Ikara, 47 in Kaduna South and 198 in Sanga LGA. The advocacy meeting provided an opportunity for the Heads of Schools to review the questionnaire and seek for clarifications.

Data Collection
The respondents (Head Teachers and Principals) from the target schools filled out the questionnaire individually at the Advocacy Meetings. The questionnaires were then collected by the CLP-ReclaimNaija data collection team in each LGA for validation.

Field Visits to the Target Schools
The CLP-ReclaimNaija Data Collection Team visited all the target schools to validate the data filled out in the questionnaires by the Head Teachers and Principals. During the visits, the respondents had opportunities to complete the gaps in the data provided using available school records. In addition, members of the Team were able to authenticate the needs identified by the respondents for their respective schools.

Method of Data Analysis
The data collected was analysed with the Statistical Package, which helped to facilitate analysis and interpretation.

2.   Data Analysis and Findings
2.1   Socio-demographic Characteristics of respondents (Head Teachers and Principals of Schools)
2.1.1 Gender Distribution of Respondents by LGA

Primary Schools				
Gender	**Ikara**	**Kaduna South**	**Sanga**	**Total**
Female	24	24	43	**91**
Male	146	12	139	**297**
Total	**170**	**36**	**182**	**388**
Junior Secondary Schools				
Gender	**Ikara**	**Kaduna South**	**Sanga**	**Total**
Female	0	6	1	**7**
Male	15	5	15	**35**
Total	**15**	**11**	**16**	**42**
				430

Table 2: Gender Distribution of Respondents by LGA and School Level

Fig. 1: Percentage of Gender Distribution of Respondents by LGA
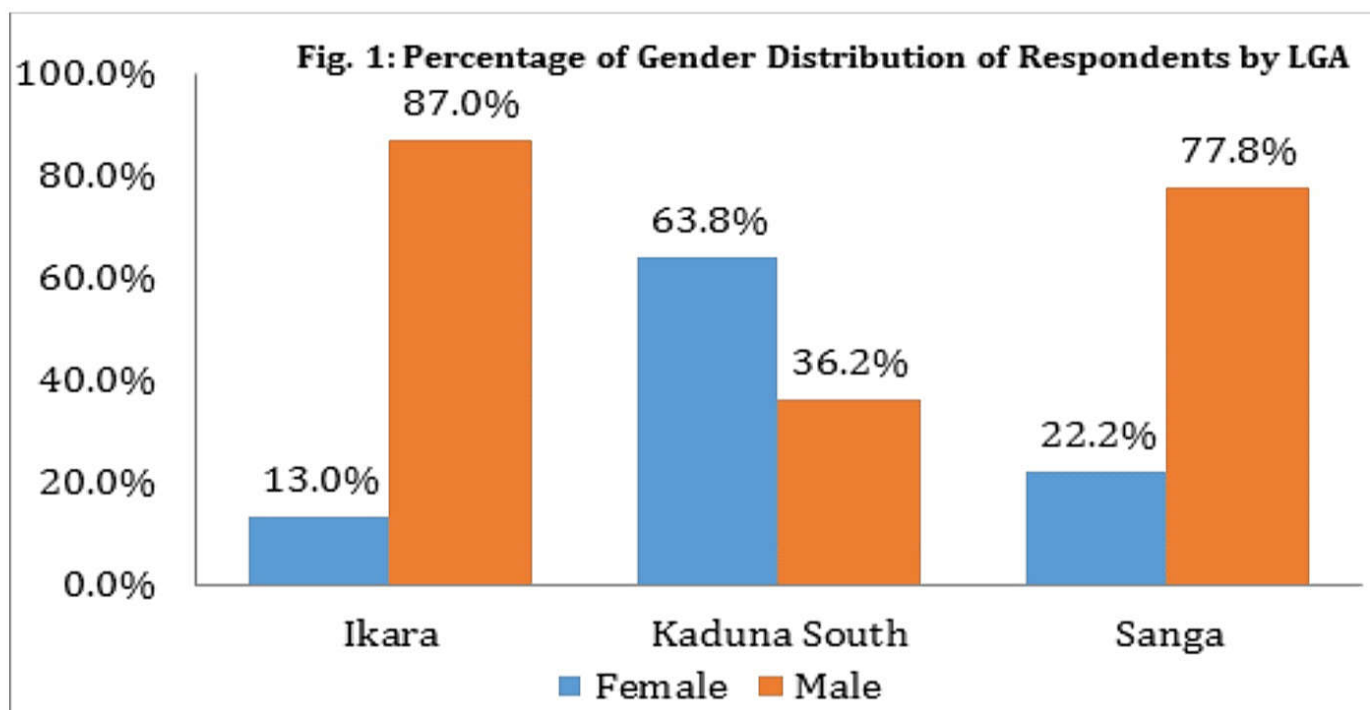
Majority of the Respondents were males (77.2 percent). However, while Ikara and Sanga had more males (87.0 and 77.8 percent respectively), Kaduna South LGA had more female respondents (63.8 percent). At the secondary level, 16.7% of respondents were female.

2.1.2 Age Range of Respondents
The average age of respondents is 43. While the youngest respondent was 24 years, the oldest respondent was 60 years old.

2.1.3 The Number of Teachers in the Schools
The Number of teachers is a strategic indicator of needs in education across the world. Availability of teachers affects the quality and frequency of teaching and overall capacity of humans to contribute to growth and development in the long run. Findings show that the average number of teachers in the schools is 10 teachers. The minimum number of teachers found is 2 while the highest number is 82 teachers. However, the population of the school with the highest number of teachers is 4,640, which amounts to a ratio of 1 teacher to 57 pupils. Findings also show that Kaduna South has the highest concentration of teachers among the 3 Project LGAs.

2.2 Percentage Distribution of Schools Studied by LGA

Fig. 2: Percentage Distribution of Schools by LGA

Sanga 46%

Ikara 43%
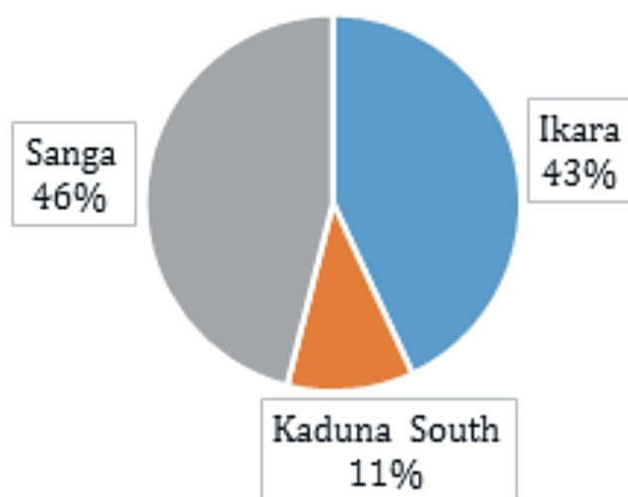
Kaduna South 11%

All Primary Schools are mixed schools; but the secondary schools are both mixed and single-sex schools. While Kaduna South has 4 all-boy and 1 all-girl secondary schools, Ikara has 1 all-boy science secondary school with no all-girl secondary school. All secondary schools in Sanga are mixed schools.

2.2.1 Rural / Urban Distribution of Schools

LGA	Rural		Urban		Total
	Primary	Secondary	Primary	Secondary	
Ikara	162	14	8	1	185
Kaduna south	5	0	31	11	47
Sanga	177	14	5	2	198

Table 3 shows the number of primary and junior secondary schools in Rural and Urban Areas by LGA

Fig. 3: Rural / Urban Distribution of Schools by LGA
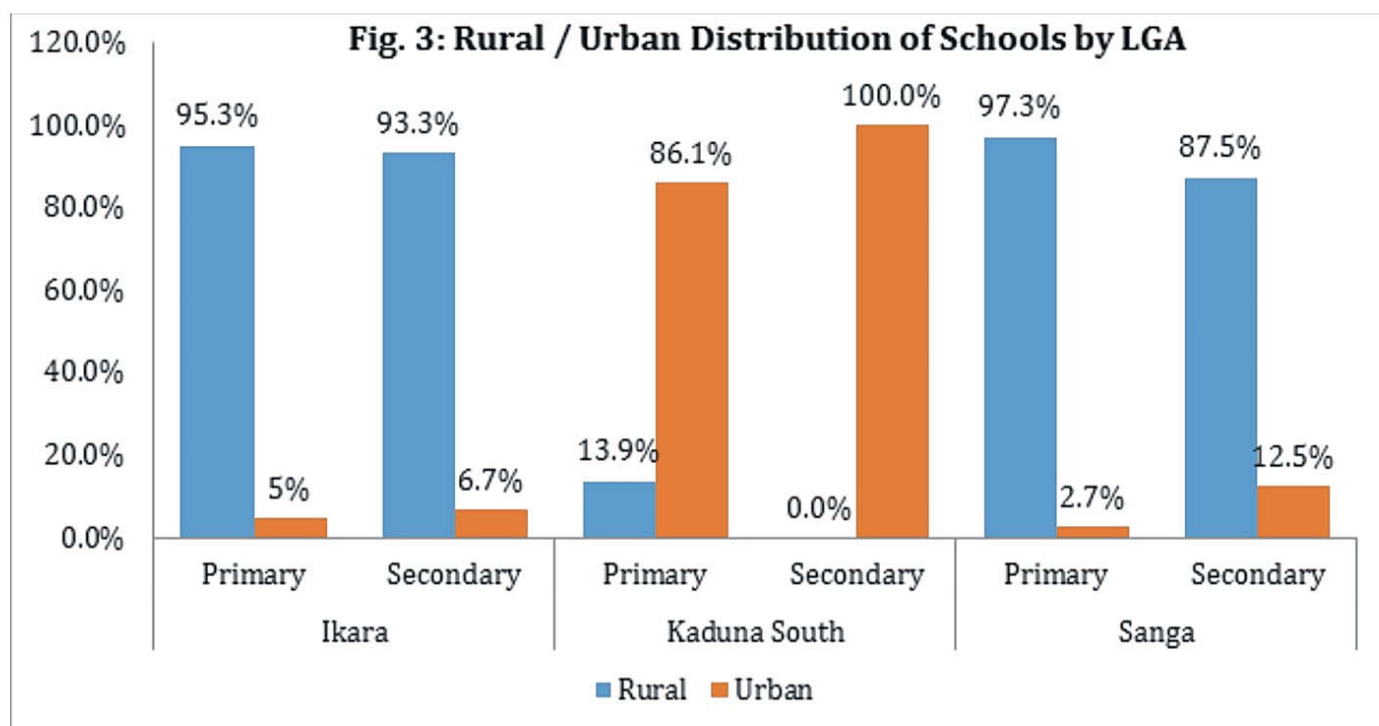
As can be seen in Figure 3 above, majority of the schools in Ikara and Sanga are located in rural areas while most of the schools assessed in Kaduna South are located in the urban area.

2.3 Enrolments, Drop Out Issues and Extracurricular Activities
## 2.3.1 Gender Distribution of Pupils / Students in Primary and Junior Secondary Schools by LGA

Gender Distribution of Pupils and Students			
Primary Schools			
Gender	Ikara	Kaduna South	Sanga	Total
Female	50,862	27,753	22,897	101,512
Male	52,668	28,897	22,422	103,987
TOTAL	**103,530**	**56,650**	**45,319**	**205,499**
Junior Secondary Schools				
Gender	Ikara	Kaduna South	Sanga	Total
Female	5,434	15,182	2,914	23,530
Male	9,088	6,798	2,989	18,875
TOTAL	**14,522**	**21,980**	**5,903**	**42,405**
				247,904

Table 4 shows the number of female and male pupils and students in both primary and junior secondary schools in each LGA.

Fig. 4: Gender Distribution of Pupils / Students
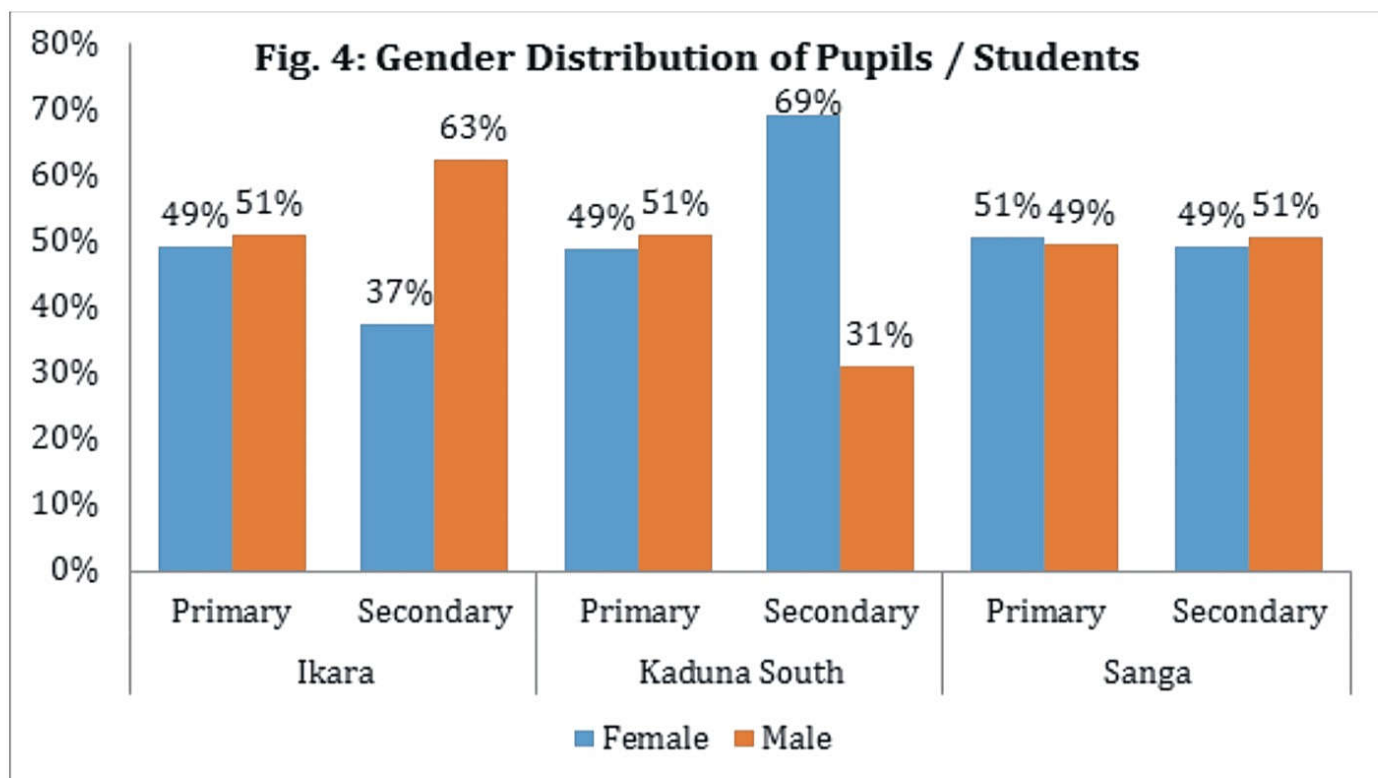
There is identical enrolment of pupils in the primary schools by gender. While Ikara and Kaduna South LGAs had 51 percent for boys and 49 percent for girls, Sanga had 49 percent for boys and 51 percent for girls. The situation is, however, different for the secondary schools. Ikara has 63 percent for boys and 37 percent for girls. Kaduna South has a much higher enrolment figure for girls (69 percent) than for boys (31%). The figures are reversed for Sanga that had 51 percent for boys and 49% for girls.

The average age of child enrolment is 3 years. The lowest age for child enrolment is 1 year while the oldest is between 10 – 20 years.

2.3.2 Has Enrolment increased in the last four years?

Fig. 5: If Enrolment Has Increased in the Schools in Last Four Years (%)
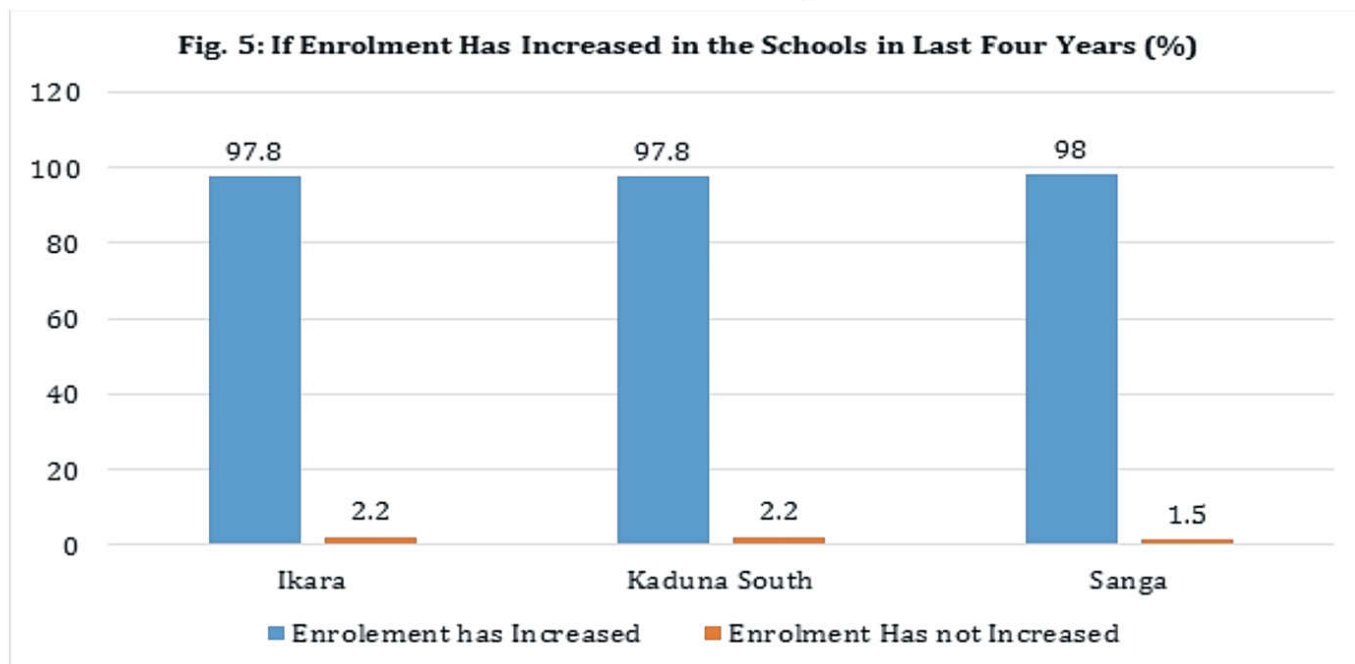
Almost 100 percent of Head Teachers and Principals across all schools assessed in the Local Government Areas maintain that there has been a significant increase in enrolment in their schools in the last four years.

Figure 5 above shows the percentage of respondents who affirm that there has been increase in enrolment in schools.

2.3.3 Reasons for Increased School Enrolment in the Last Four Years

Fig. 6: Reasons for Increase in School Enrolment
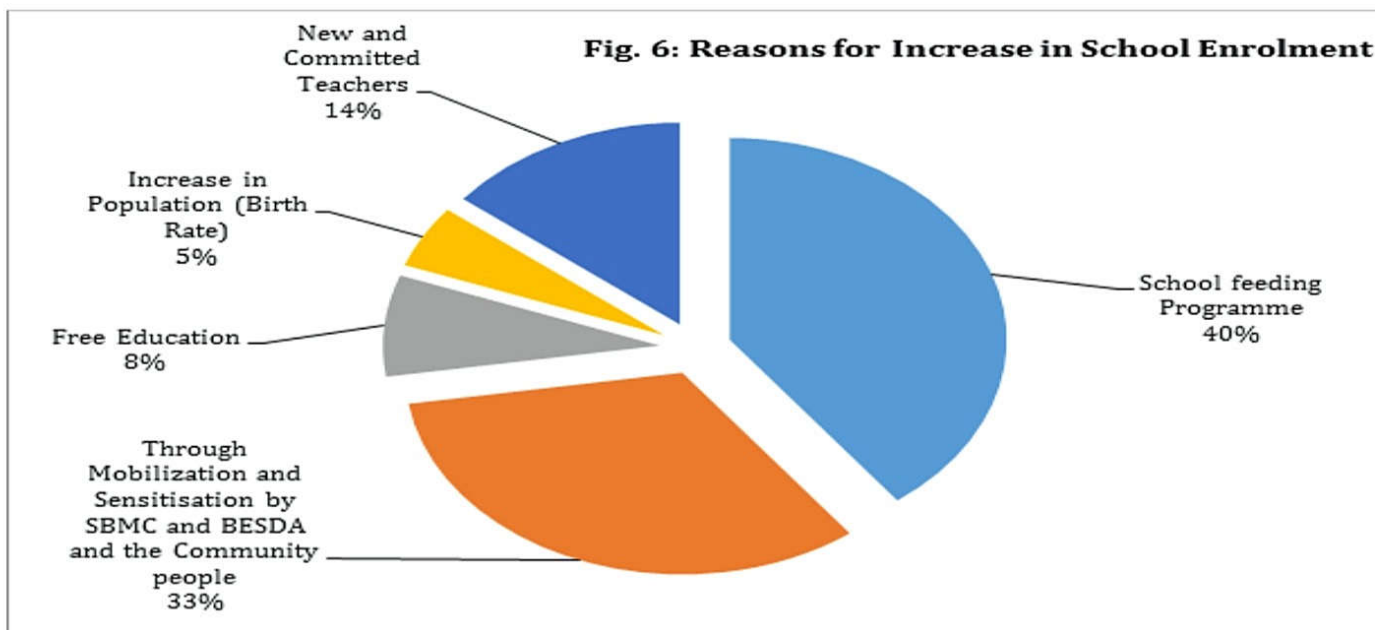
Figure 6 shows the top 5 reasons for increase in school enrolment. 40% of respondents indicated that the school feeding programme was the major reason for increase in school enrolment. Next is the mobilisation and sensitisation programmes carried out within the communities in the Local Governments (33%). 14% of respondents indicated the recruitment of competent teachers and increased commitment of the teachers as another reason for the increment. Other reasons given were the free education policy of the government (8%) and increase in population (5%).

2.3.4 Age at which School Children drop out of School by Gender

Fig. 7: Drop-out Age for Boys and Girls
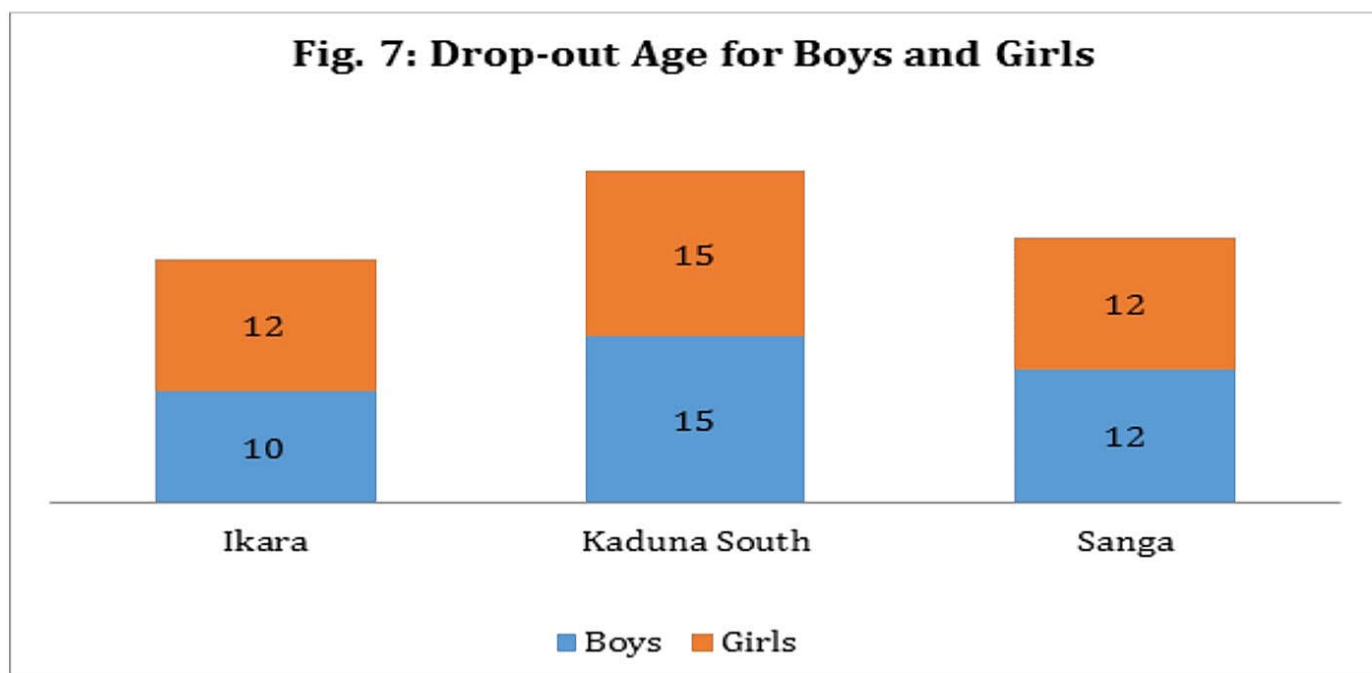
The most frequent age at which female pupils drop out of school is 12 years while male pupils usually drop out at 10. However, in relation to the individual Project LGAs, there is no difference in the drop-out ages for boys and girls in Kaduna South (Boys: 15; Girls: 15) and Sanga (Boys: 12; Girls: 12); while Ikara has age 10 for boys and 12 for girls.

2.3.5 Reasons why Pupils Drop Out of Schools in the selected Local Government

Fig. 8: Reasons for School Drop Out
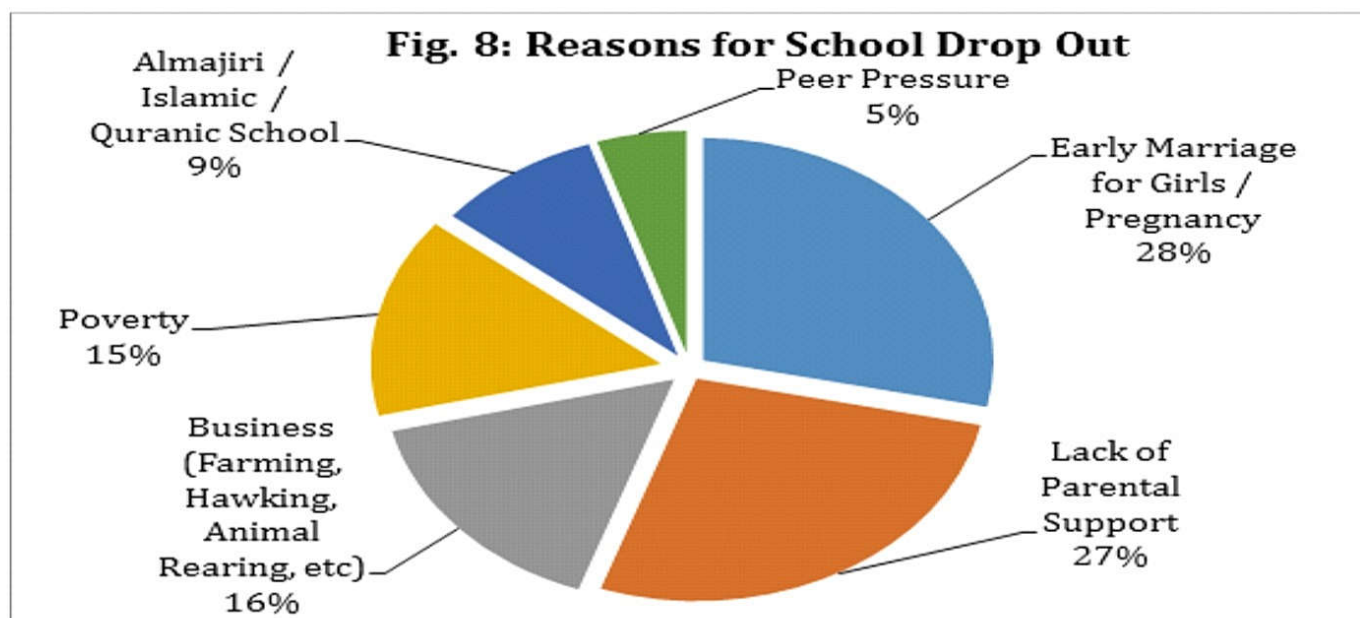
The top 5 reasons given by respondents for pupils and students dropping out of school are Early Marriage for Girls / Pregnancy (29%), Lack of Parental Support (28%), Business [Farming, Hawking, Animal Rearing, etc] (16%), Poverty (15%), Almajiri / Islamic / Quranic School (9%) and Peer Pressure (5%). The majority of pupils / students that engage in business are male.

2.3.6 Reasons for School Dropout by LGA

Fig. 9: Reasons for School Dropout by LGA

	Ikara	Kaduna South	Sanga
Almajiri / Islamic / Quranic School	26%	0%	0%
Business (Farming, Hawking, Animal Rearing, etc)	31%	23%	7%
Early Marriage for Girls / Pregnancy	53%	30%	18%
Lack of Parental Support	18%	55%	41%
Peer Pressure	6%	32%	0%
Poverty	17%	0%	22%
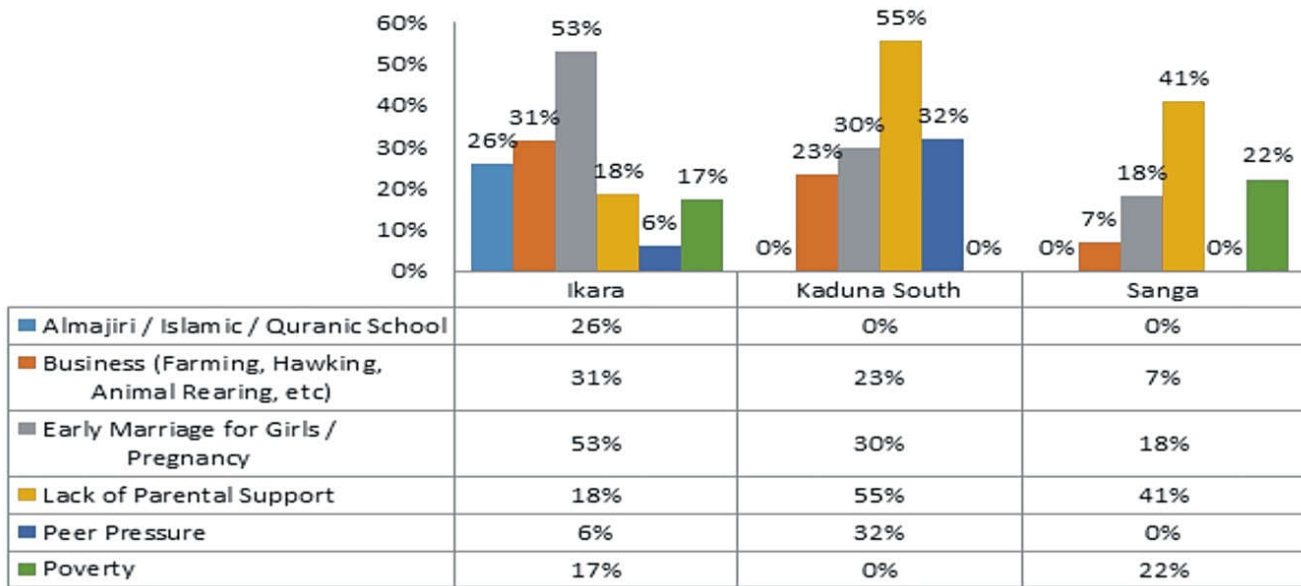
Disaggregating the data by LGAs showed that for Ikara, early marriage for girls / pregnancy (53%) is the major reason for school dropout followed by business (31%) and Almajiri/Islamic/Quranic School (26%). However, it is interesting to note that business and almajiri schooling were cited as reasons for the boys dropping out of school. For Kaduna South, the major reason for school dropout is lack of parental support (55%). This is followed by peer pressure (32%) and early marriage / pregnancy for girls (30%). For Sanga LGA, the major reason given for school dropout is also lack of parental support (41%); followed by poverty (22%) and early marriage / pregnancy (18%).

2.3.7 Do the Pupils and Students take part in Extracurricular Activities?

Fig. 10: If Pulpils Participate in Extracurricular Activities (%)

LGA	Pulpils Participates	Pulpils Do Not Participate
Ikara	74.4	25.6
Kaduna South	95.7	4.3
Sanga	85.1	14.9
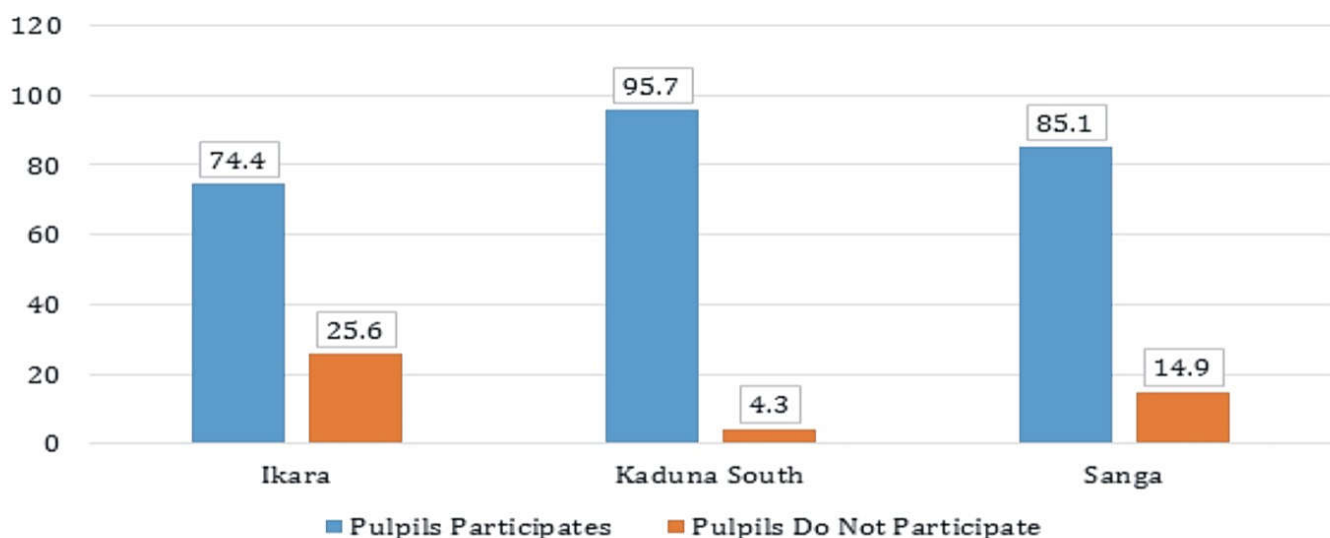
Across all the schools in the three local governments, majority of the Respondents maintain that pupils / students participate in extracurricular activities. Figure 10 shows the percentage of respondents who state that pupils engage in extracurricular activities.

2.5 Do the Schools have adequate Sanitation Facilities?

Fig. 12: If Schools Have Adequate Sanitation Facilities (%)
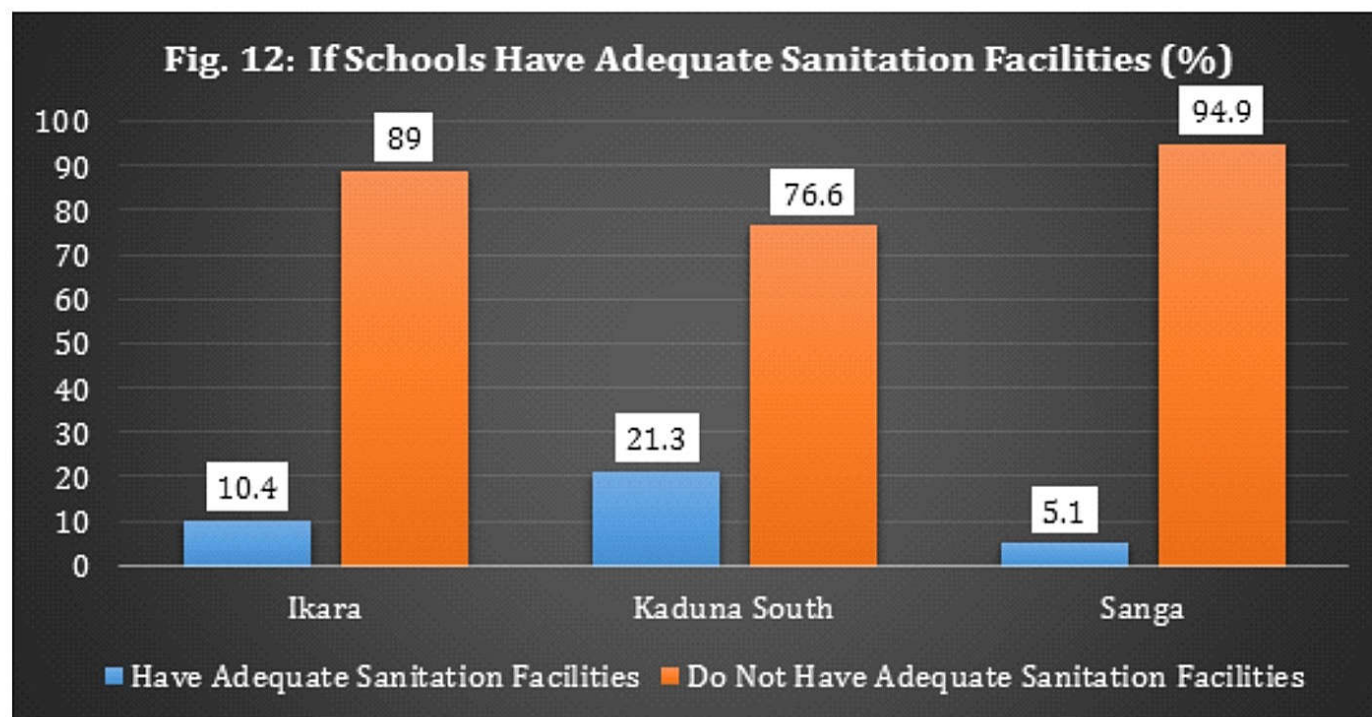
Across the 3 Local Governments, all the schools assessed do not have adequate sanitation facilities. The situation is even more critical in schools in Sanga, which has a deficit of 95 percent in sanitary facilities. This is followed by Ikara at 89 percent and Kaduna South with 76.6 percent.
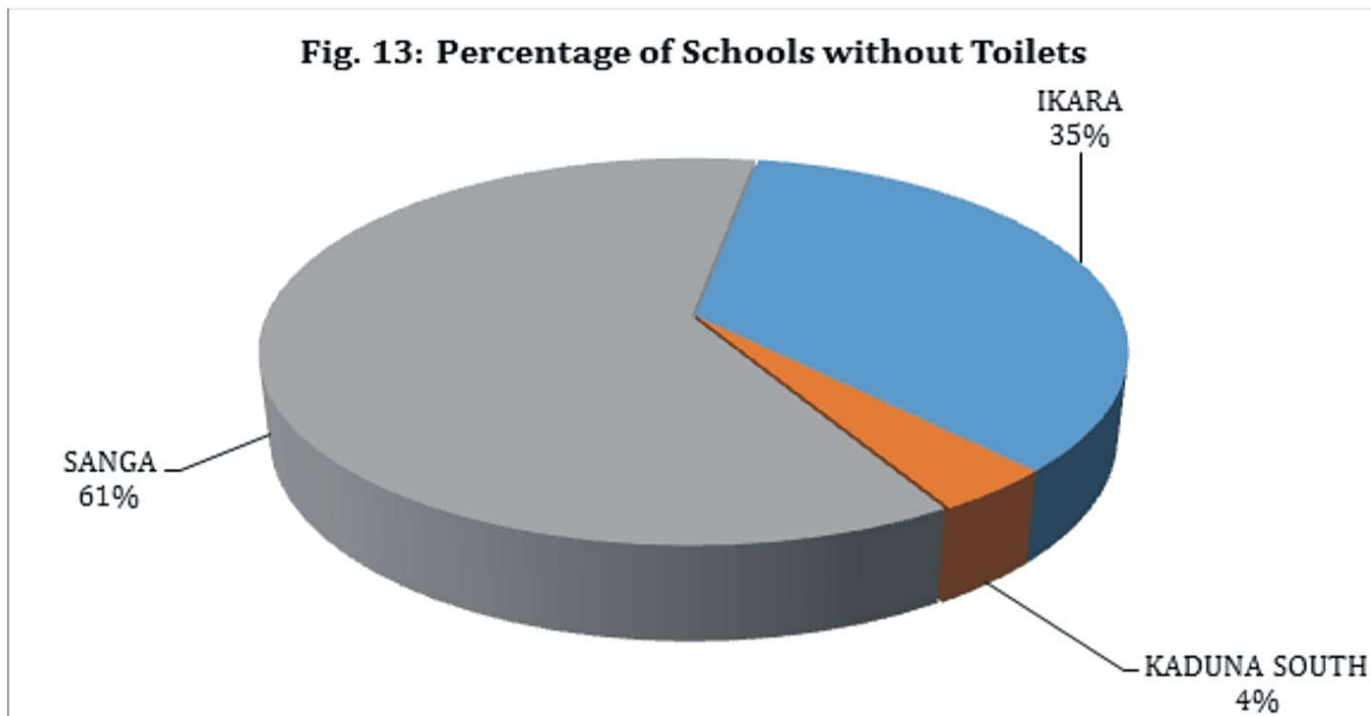
2.6 Toilet Facilities

Fig. 13: Percentage of Schools without Toilets

Most of the schools assessed have toilet facilities, many of which are in bad condition. 157 representing 36.5% of the schools assessed do not have any Toilet facilities. Of the 3 Local Governments, Sanga has the highest number of schools without toilets at 61% followed by Ikara (35%) and Kaduna South (4%).

2.7 Do the Schools have Separate Toilets for Boys and Girls?

Fig. 14: If There are Separate Toilets for Boys and Girls (%)
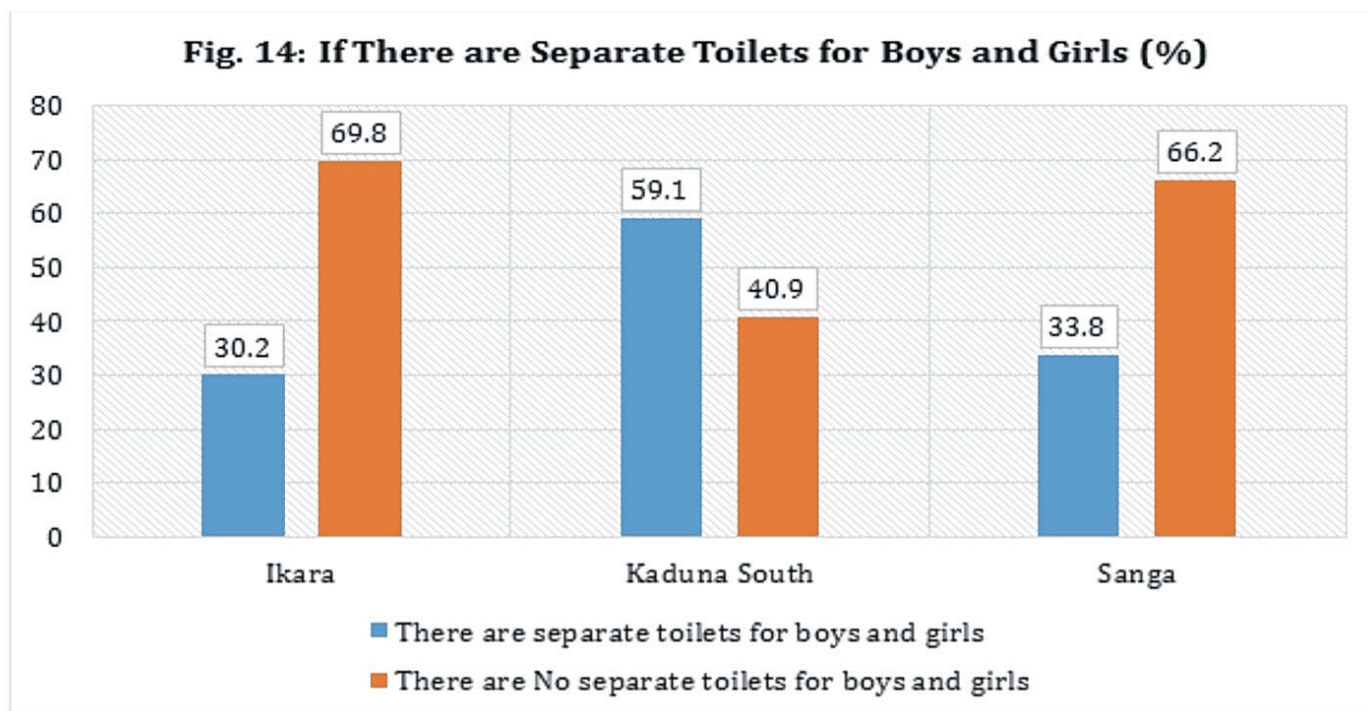
Findings show that as much as 69.8 percent of the schools in Ikara, 40.9 percent of the schools in Kaduna South and 66.2 percent of the schools in Sanga do not have separate toilets for boys and girls.

2.8 Are there separate toilets for Teachers?

Fig. 15: If There Are Separate Toilets for Teachers in The Schools (%)
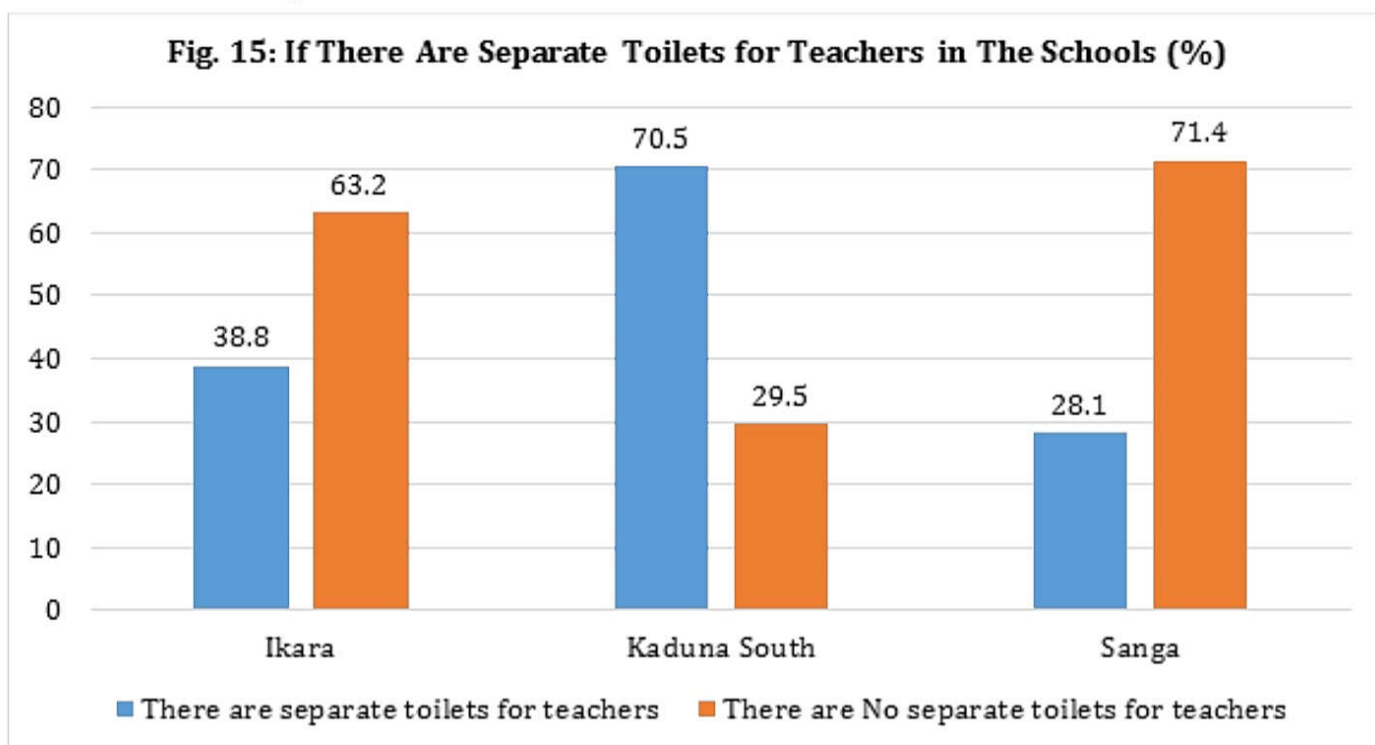
While over 70 percent of the schools in Kaduna South have separate toilets for teachers, most of the schools in Ikara (63.2 percent) and Sanga (71.4 percent) do not have separate toilets for teachers.

2.9 Condition of the Toilets

Generally, the toilets are in a poor state. Only few respondents consider their toilets good. Most Respondents described the condition of their toilets as:
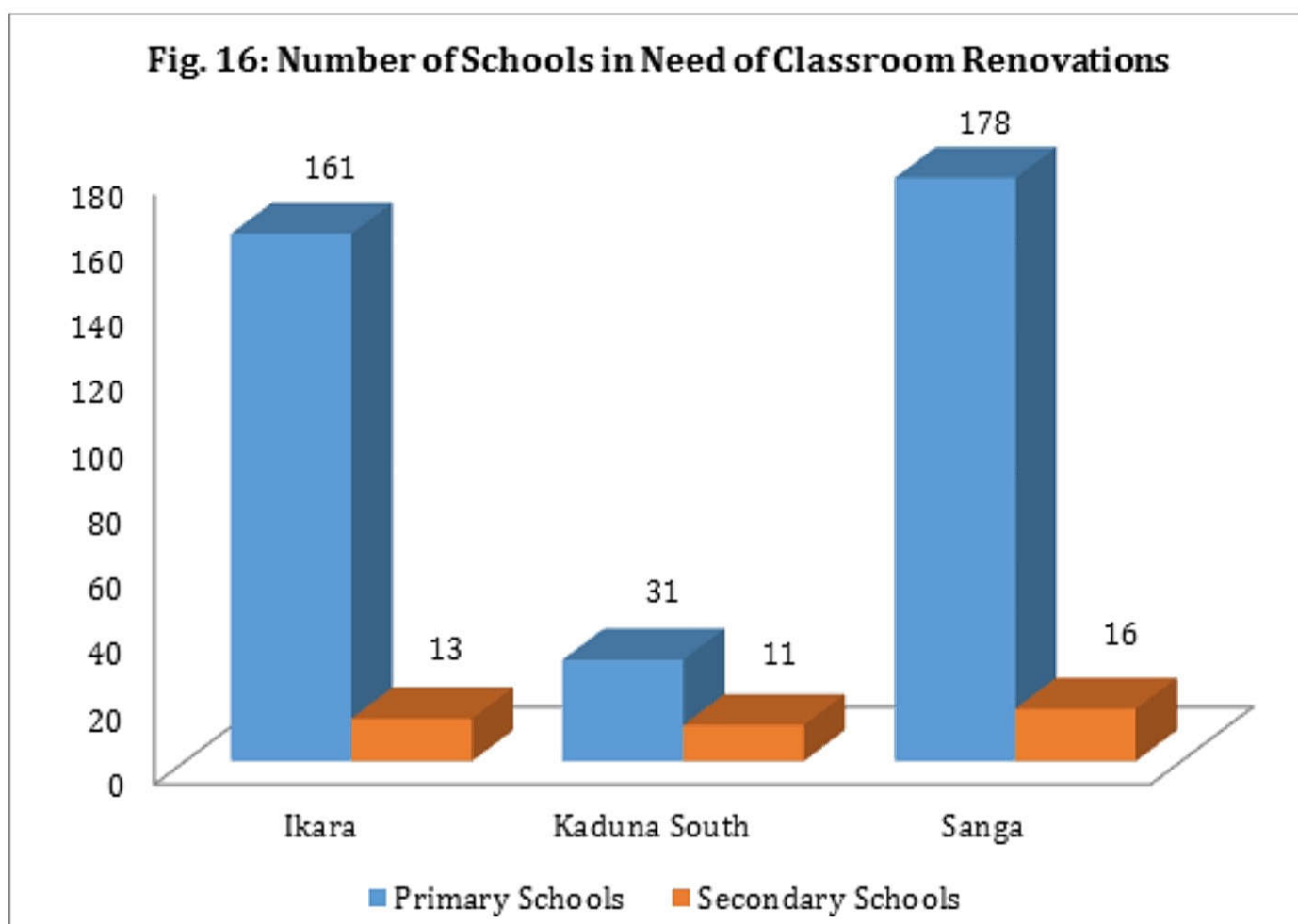
1. Dilapidated
2. Poor
3. Unusable
4. Not functional
5. Not in use for lack of water
6. Bad condition
7. Without roof

2.10 Classroom Blocks

Fig. 16: Number of Schools in Need of Classroom Renovations

The average number of classroom blocks in the schools is 3. The minimum number of classroom blocks in the schools is 1. Many of the school blocks are in bad condition and need urgent renovation. Fig. 16 above shows the number of schools that need classroom renovations.

In 10 schools in Sanga LGA, pupils learn under the trees either because classrooms are insufficient or there are no classrooms at all. 2 schools - UBE Primary School, Ankirin and Integrated Quranic Primary School, Gwantu, Sanga – have no classroom blocks.
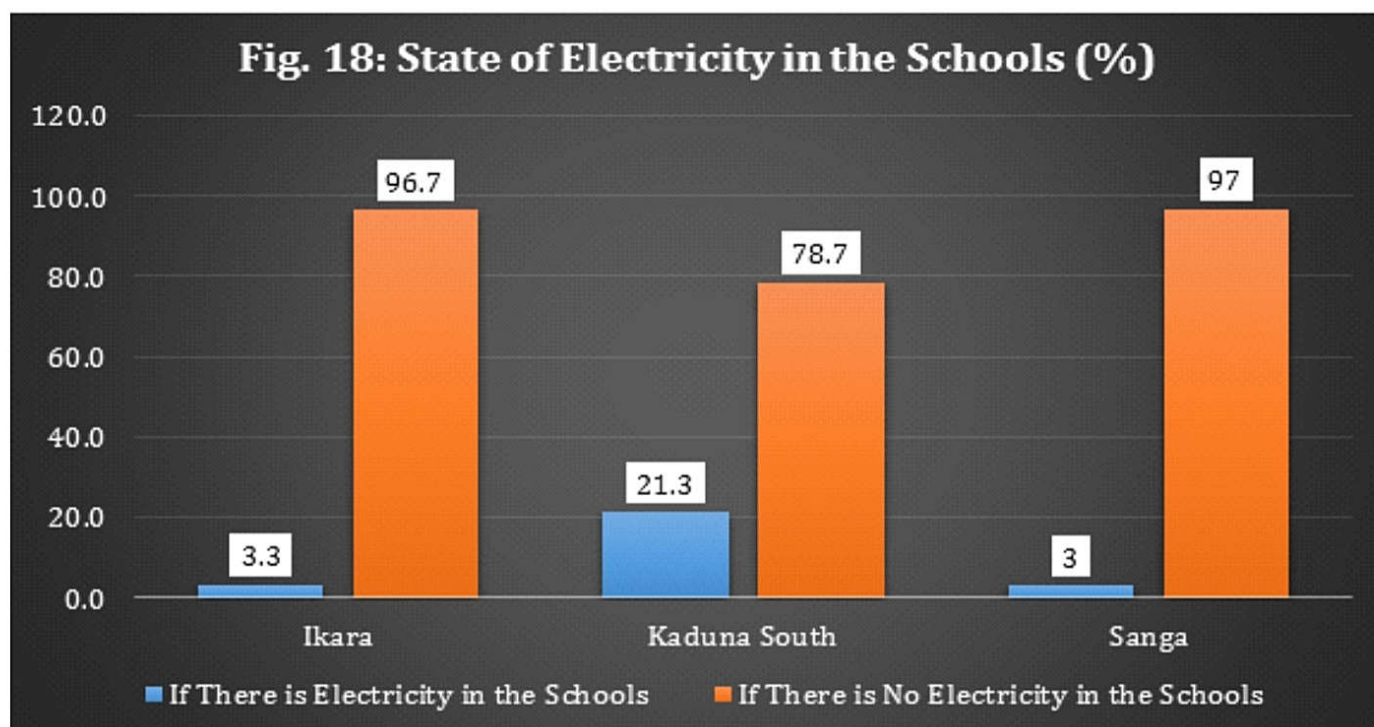
Integrated Quranic Primary School, Gwantu, Sanga

UBE Primary School, Ankirin, Sanga LGA

2.11 Do Schools have provision for ICT materials or computers in accordance with the basic education curriculum?

Fig. 17: If Schools Have Provisions for ICT Materials (%)

Ikara: Have Provision for ICT: 12; Do not Have Provision for ICT: 88
Kaduna South: Have Provision for ICT: 19.1; Do not Have Provision for ICT: 80.9
Sanga: Have Provision for ICT: 2.5; Do not Have Provision for ICT: 97.5

Legend: Have Provision for ICT | Do not Have Provision for ICT
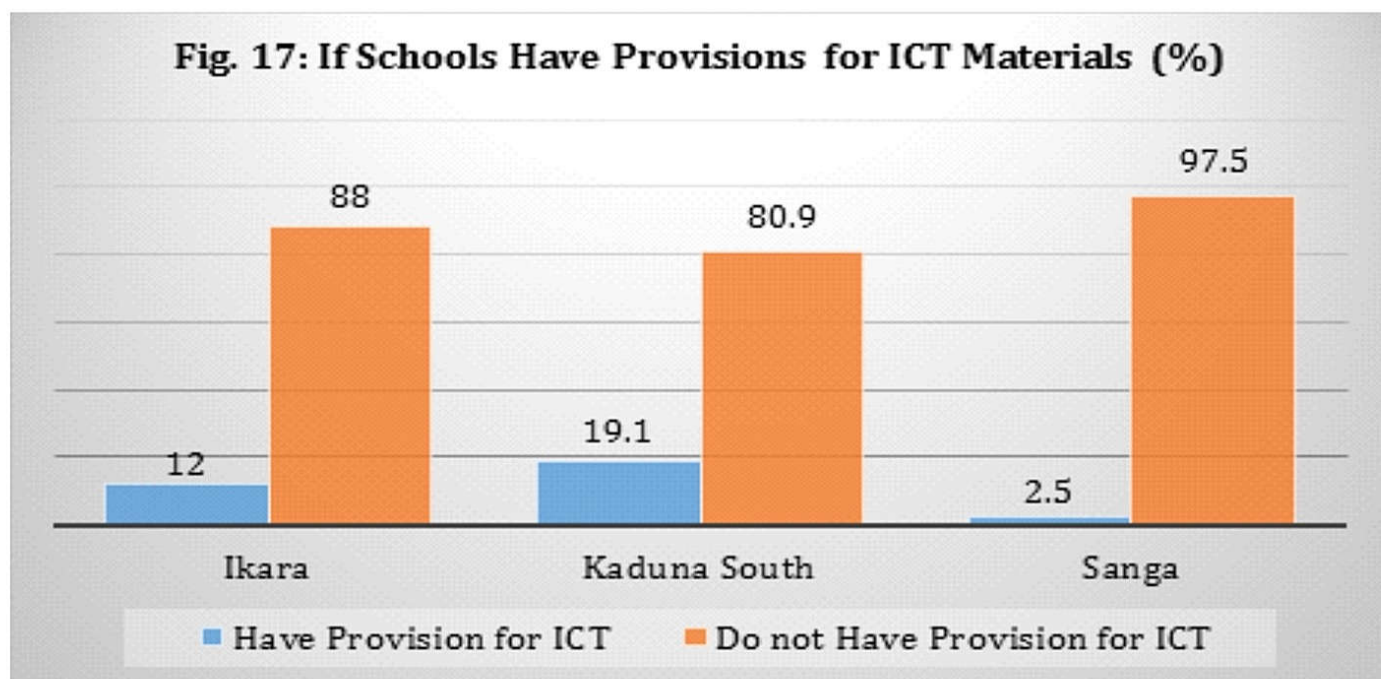
The provision for ICT materials or computers is an important part of the basic education requirements. All schools are, therefore, expected to have at least basic ICT materials. Unfortunately, majority of schools assessed – Ikara: 88%, Kaduna South: 80.9% and Sanga: 97.5% - lack ICT materials.

2.12 Availability of Electricity Supply

Fig. 18: State of Electricity in the Schools (%)

Ikara: If There is Electricity in the Schools: 3.3; If There is No Electricity in the Schools: 96.7
Kaduna South: If There is Electricity in the Schools: 21.3; If There is No Electricity in the Schools: 78.7
Sanga: If There is Electricity in the Schools: 3; If There is No Electricity in the Schools: 97

Legend: If There is Electricity in the Schools | If There is No Electricity in the Schools

Majority of the schools assessed lack electricity (Ikara: 96.7 percent, Kaduna South: 78.7 percent and Sanga: 97 percent).

2.13 Does your School have a Fence?

LGA	No	Yes
IKARA	172	13
KADUNA SOUTH	14	32
SANGA	191	7

Table 5 shows that apart from Kaduna South, majority of respondents in Ikara and Sanga state that there are no fences in the schools.

Fig. 19: Is there a Fence in the School (%)
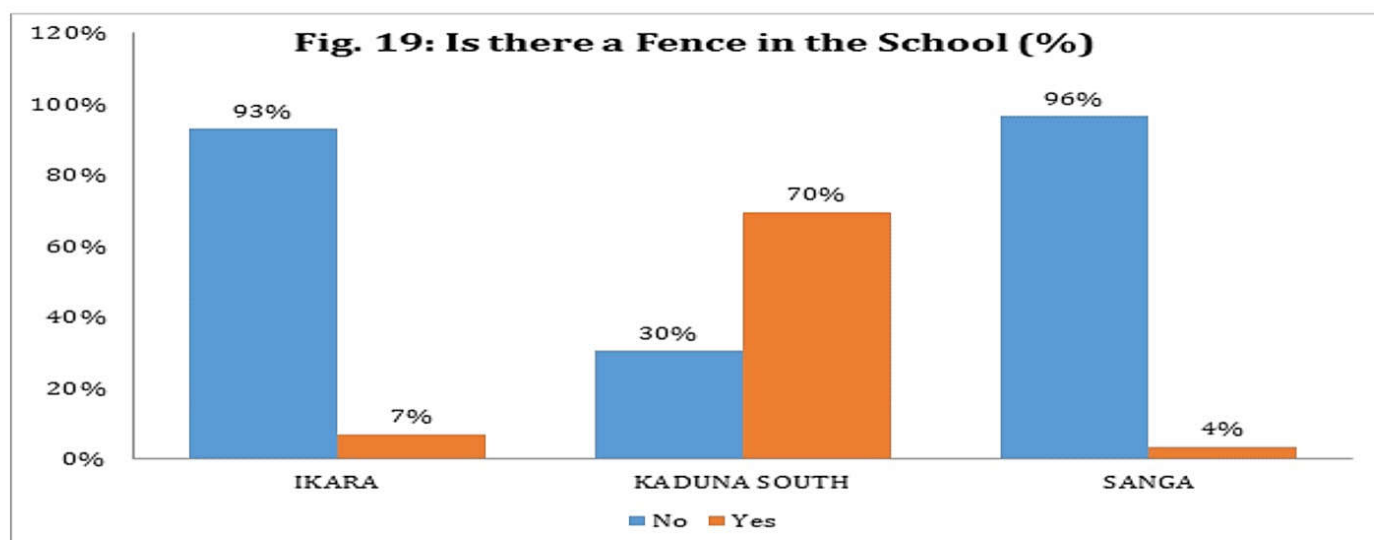
Over 90% of schools in Ikara and Sanga LGAs do not have fences. 70% of schools in Kaduna South have fence.

2.14 Most Important Needs of Schools


Fig. 20: Most Important Needs of Schools (%)
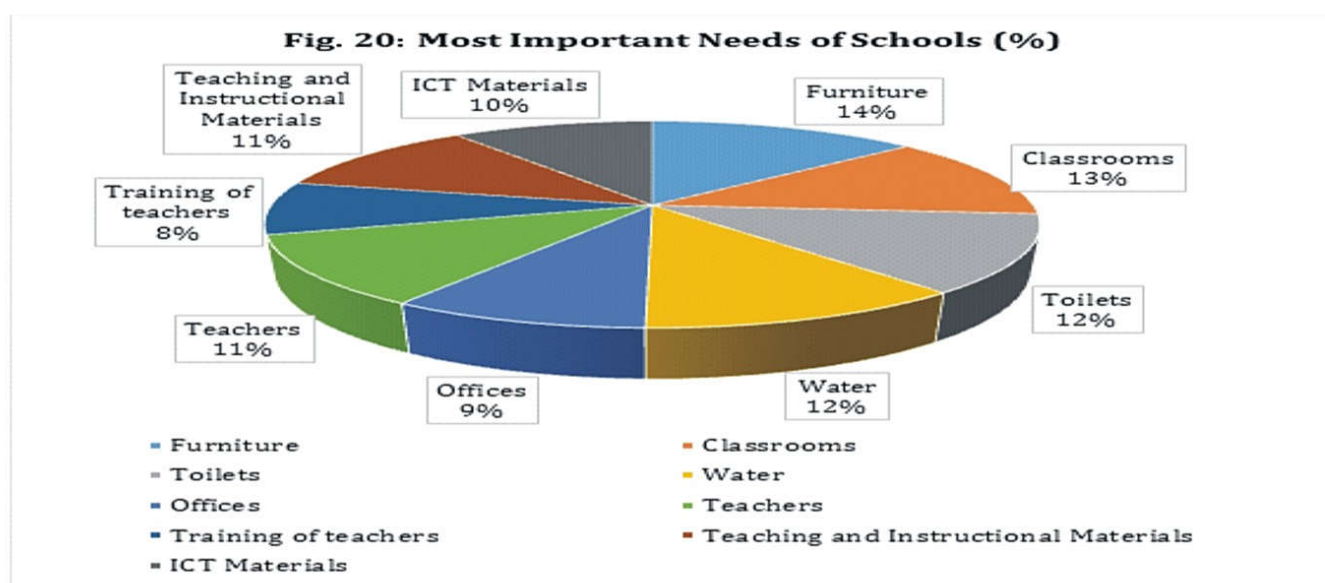
There are largely identical needs across the schools in the LGAs. Furniture, Classrooms, Toilets, water, teachers, teaching and instructional materials, ICT materials, offices, Training of teachers are the most pressing needs of the schools.

However, Furniture, classrooms and toilets / water are the three most important needs of the schools.

2.15 Availability of School Instructional Materials

Fig. 21: Desks/Seats/Books/Instructional Materials & Curriculum (%)
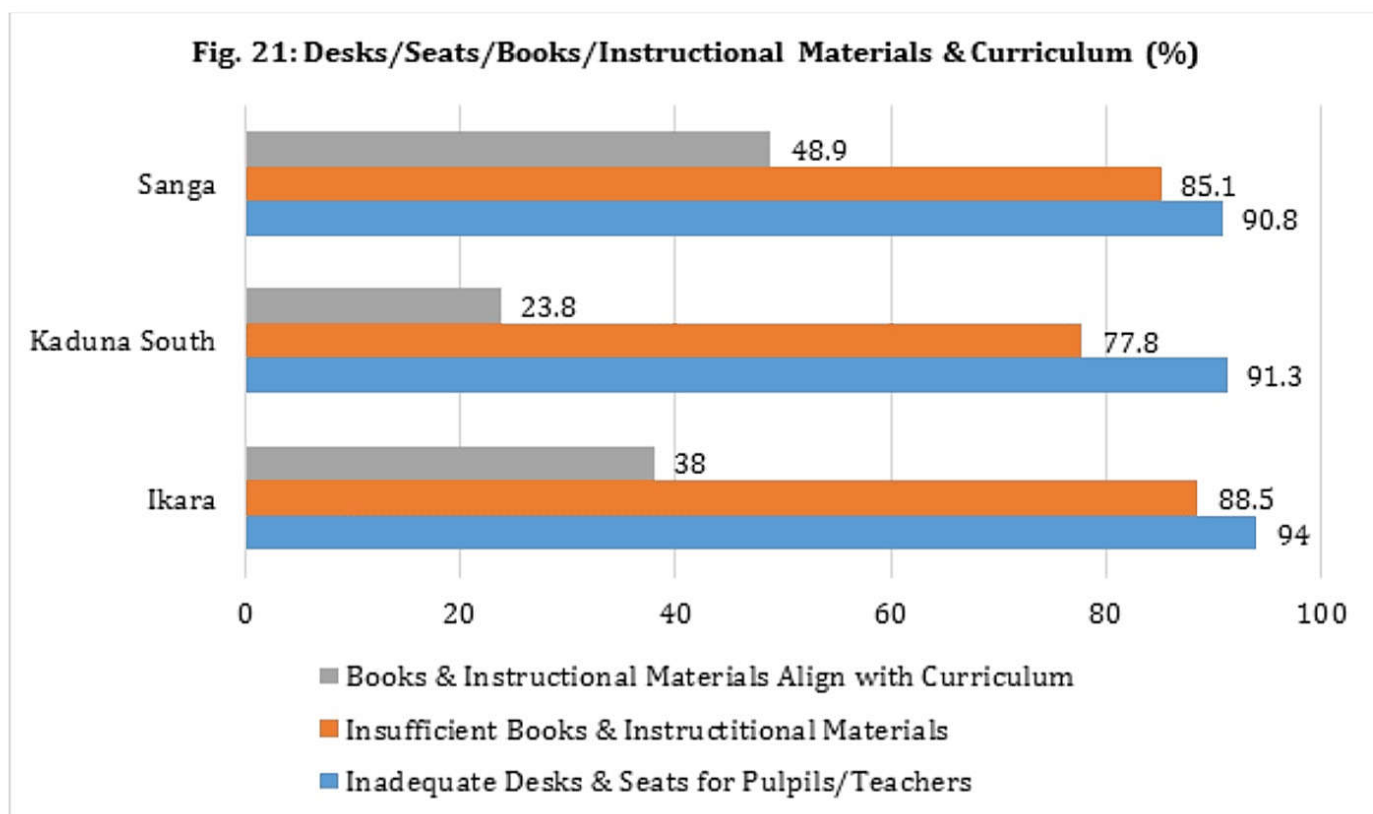
Overwhelming majority (more than 90 percent) of the Head Teachers and Principals across the schools in Ikara, Kaduna South and Sanga maintain that the desks and seats for pupils and teachers in their schools are inadequate. This finding is also consistent with the finding on books and instructional materials in the schools, as around 80 percent of the Head Teachers and Principals of schools in the three Local Government Areas opine that there are insufficient books and instructional materials in their schools.

The majority of respondents in Ikara and Kaduna South state that their books and instructional materials align with the school curriculum. Whereas in Sanga LGA, 51.1% of respondents say there is no alignment.

2.16 School Human Resources

Fig. 22: Security Guards and Quality of Teachers (%)
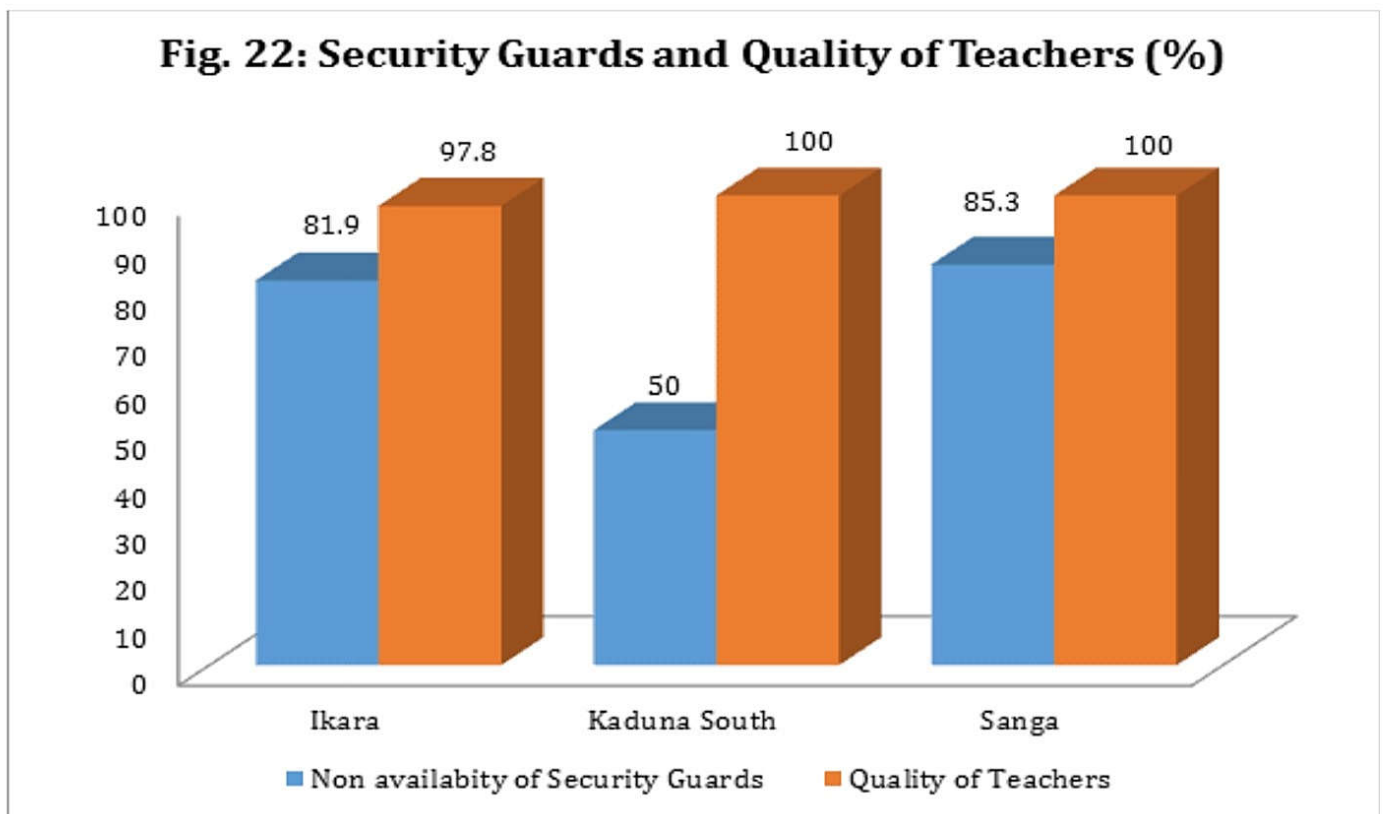
Almost a 100% of the respondents assessed say that the quality of teachers in the schools is good. With respect to security guards, over 80% of respondents in Ikara and Sanga LGAs state that there are no security guards in their schools while 50% of respondents in Kaduna South state that there are no security guards in their schools.

2.17 How often do teachers in your school go for training?

Fig. 23: Frequency of Attendance of Training by Teachers (%)
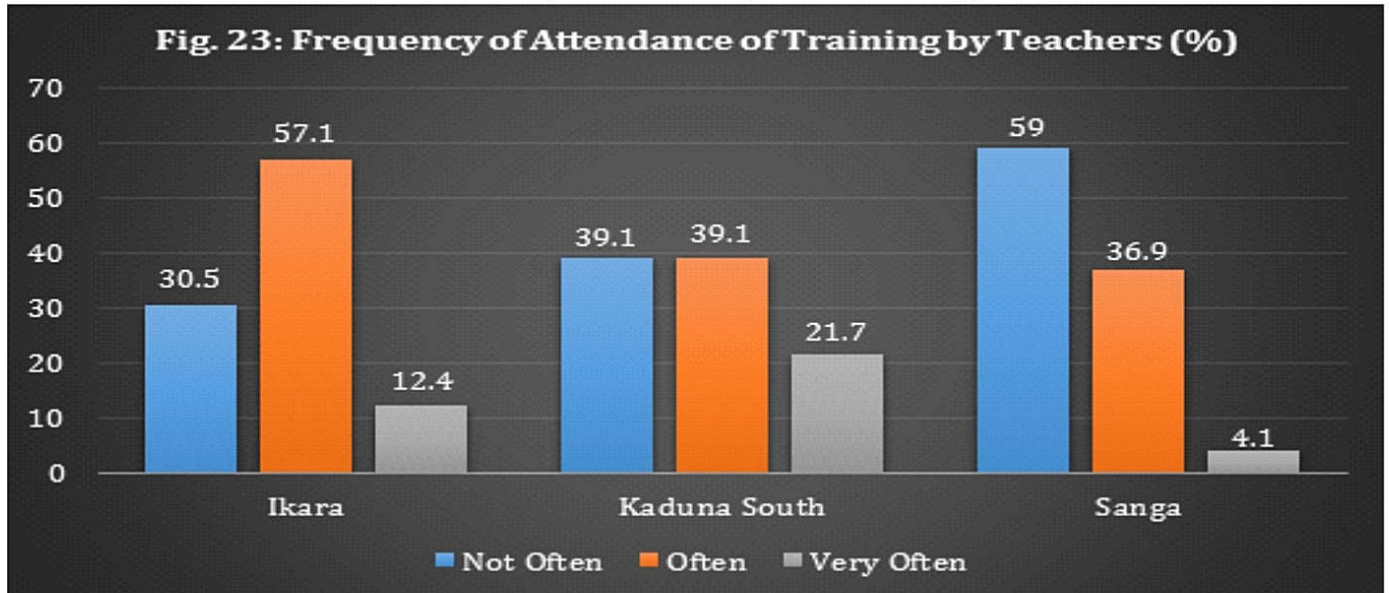
Across the 3 Local Government Areas, a majority of respondents state that training of teachers does not happen very often. Only 12.4 percent of respondents in Ikara, 21.7 percent and 4.1 percent of respondents in Kaduna South and Sanga respectively state that teachers in their schools attend training very often.

57.1% of respondents in Ikara, 39.1% in Kaduna South and 36.9% in Sanga say that teachers go for training often.

The situation appears worse in Sanga, where 59% of respondents maintain that teachers do not often go for training.

2.18 Participation in Project Implementation

Fig. 24: If Contractors/SUBEB Official Share Information Prior to Project Commencement (%)
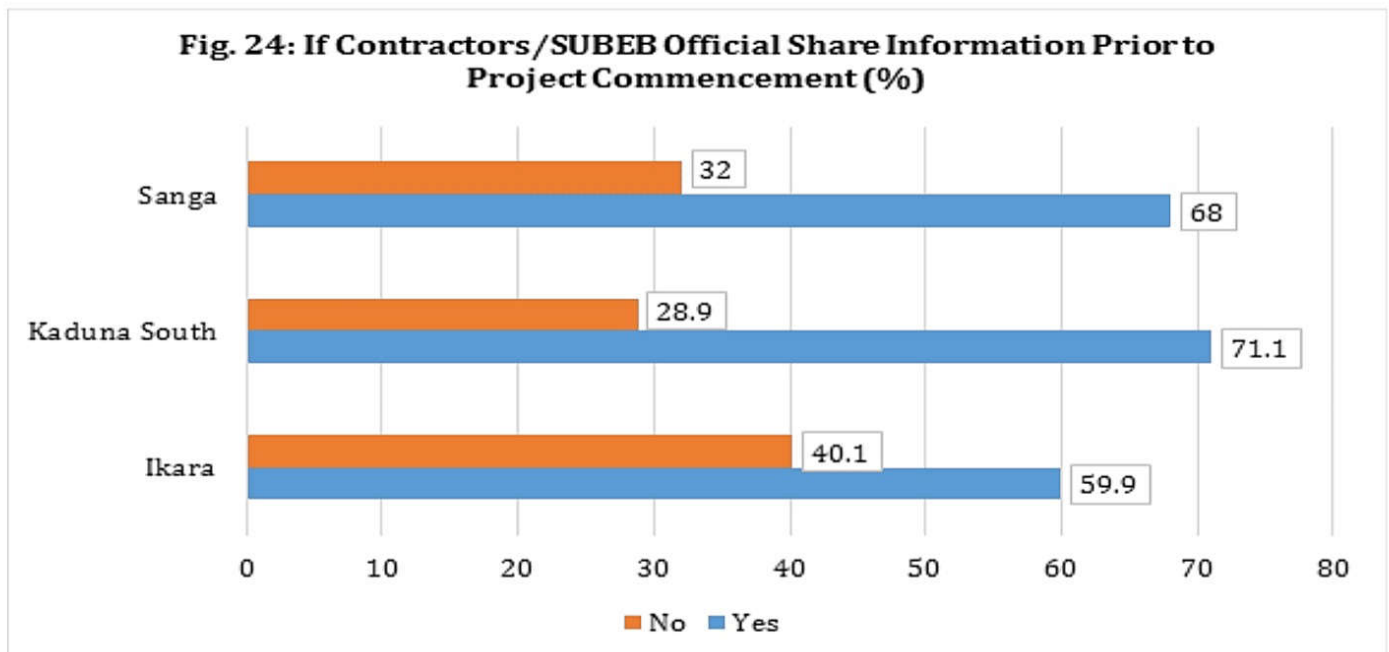
Majority of respondents state that contractors and SUBEB officials inform them before commencing any project in their schools.

2.19 Involvement in Needs Assessment
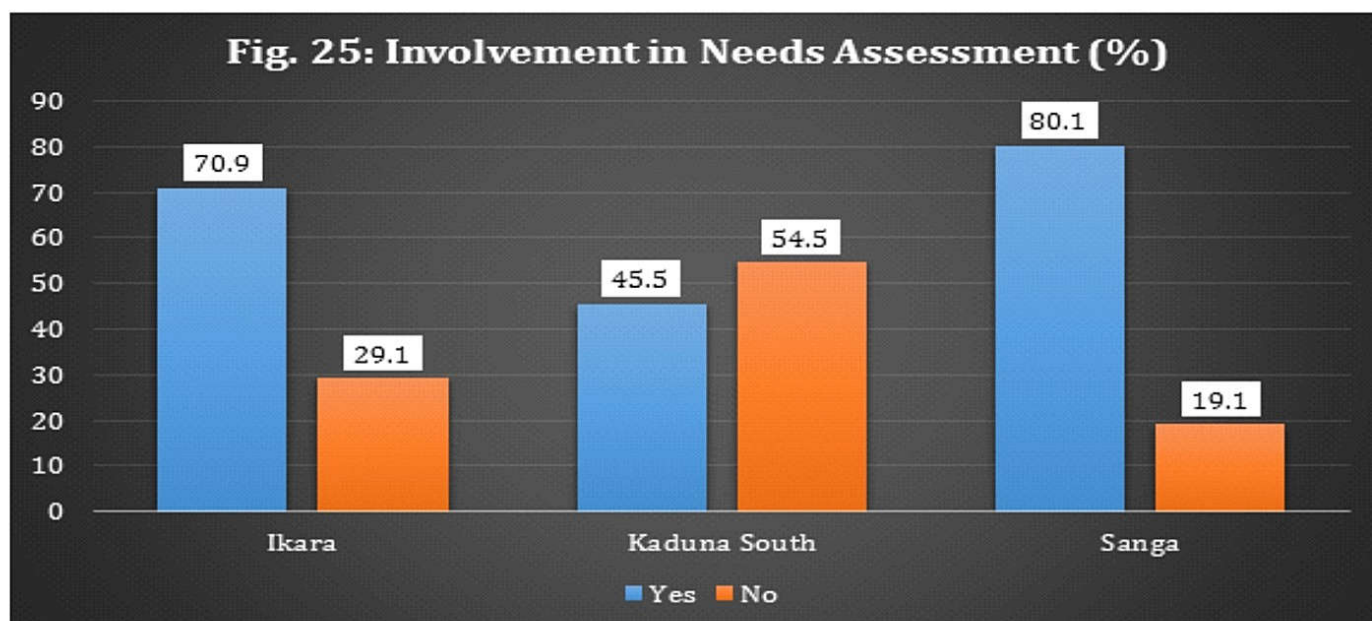
Fig. 25: Involvement in Needs Assessment (%)

The majority of respondents (Ikara: 70.9% and Sanga: 80.1%), as members of SBMC/PTA, state that they are involved in Needs Assessment of their schools prior to selection of projects for inclusion in the Kaduna State SUBEB-UBE Action Plan. However, over half of the respondents (54.5%) in Kaduna South LGA state that they are not involved in such activity.

2.20 Participation in Monitoring and Evaluation of Projects

Fig. 26: Monitoring and Evaluation of Projects
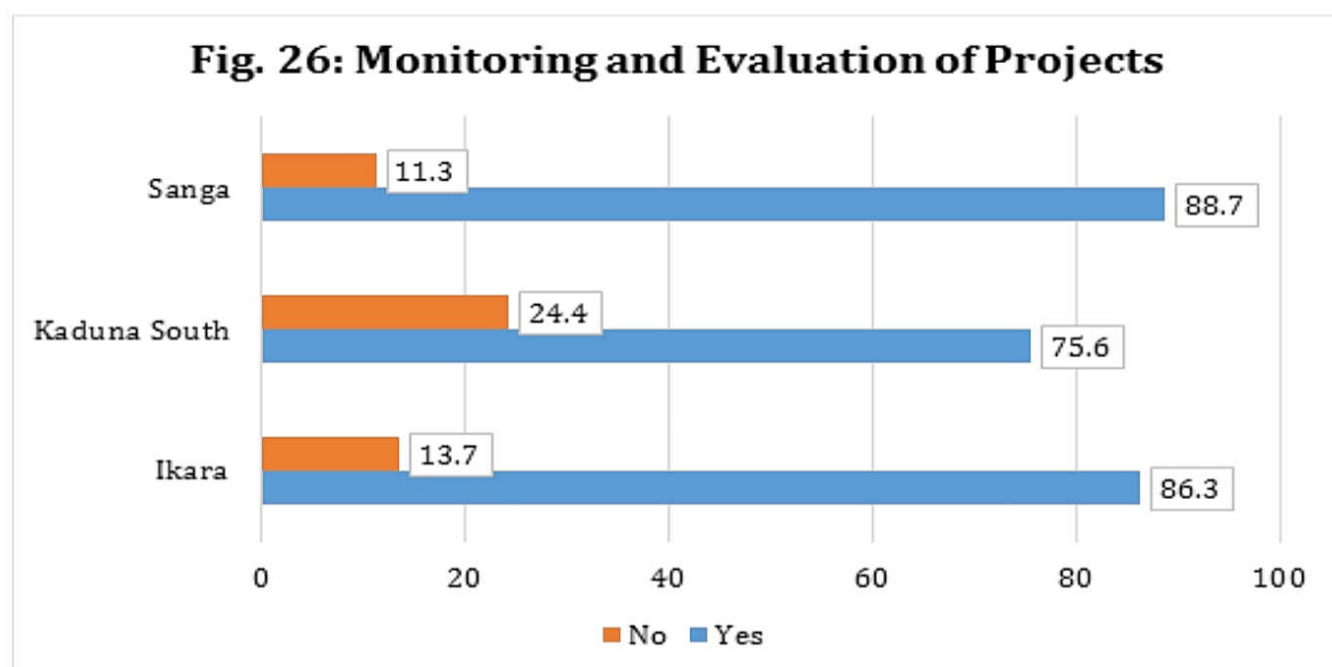
The majority of respondents (Sanga: 88.7%, Kaduna South: 75.6% and Ikara 86.3%) state that they perform monitoring and evaluation of projects. Only 11.3% of respondents in Sanga, 24.4% in Kaduna South and 13.7% in Ikara say they do not participate in monitoring and evaluation of projects during implementation.

2.21 Awareness of Project Implementation Details

Fig. 27: If Head Teachers are aware of Project Implementation Details during implementation (%)

LGA	No	Yes
Sanga	54.2	45.8
Kaduna South	71.1	28.9
Ikara	45.9	54.1
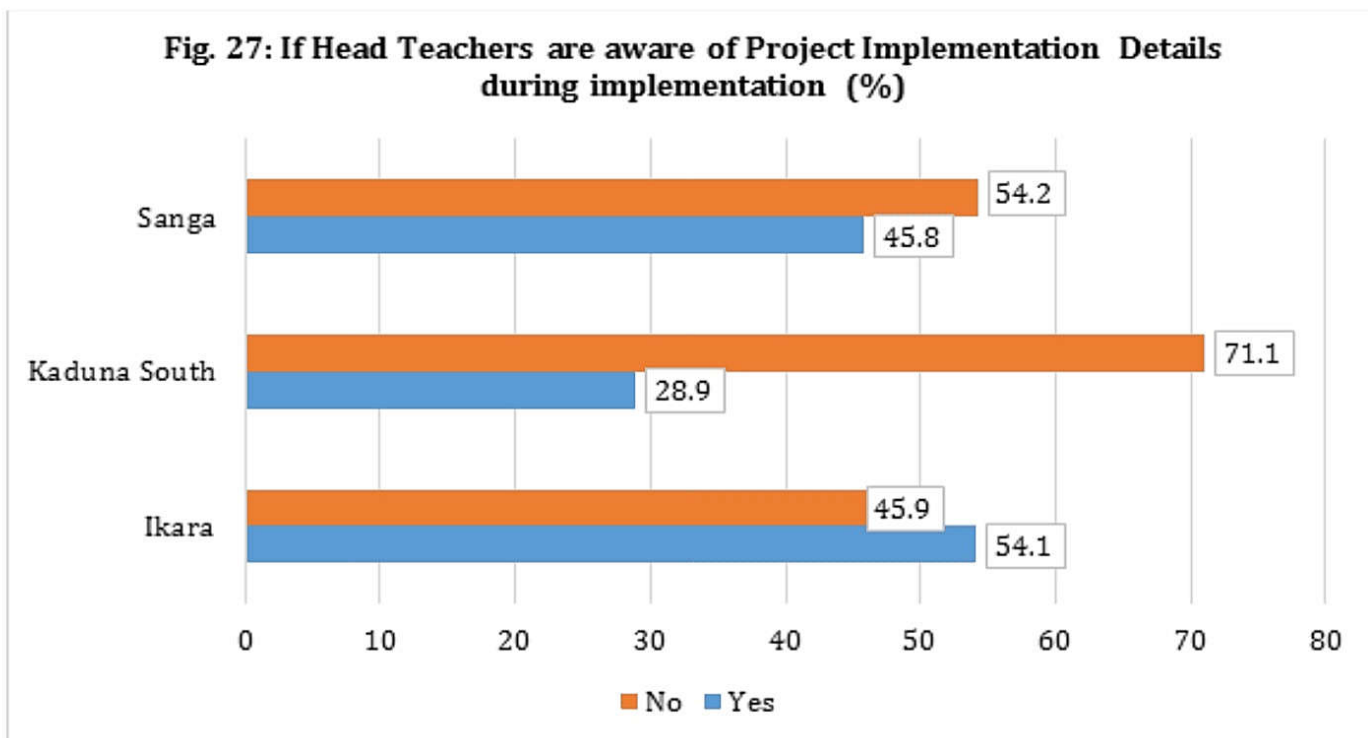
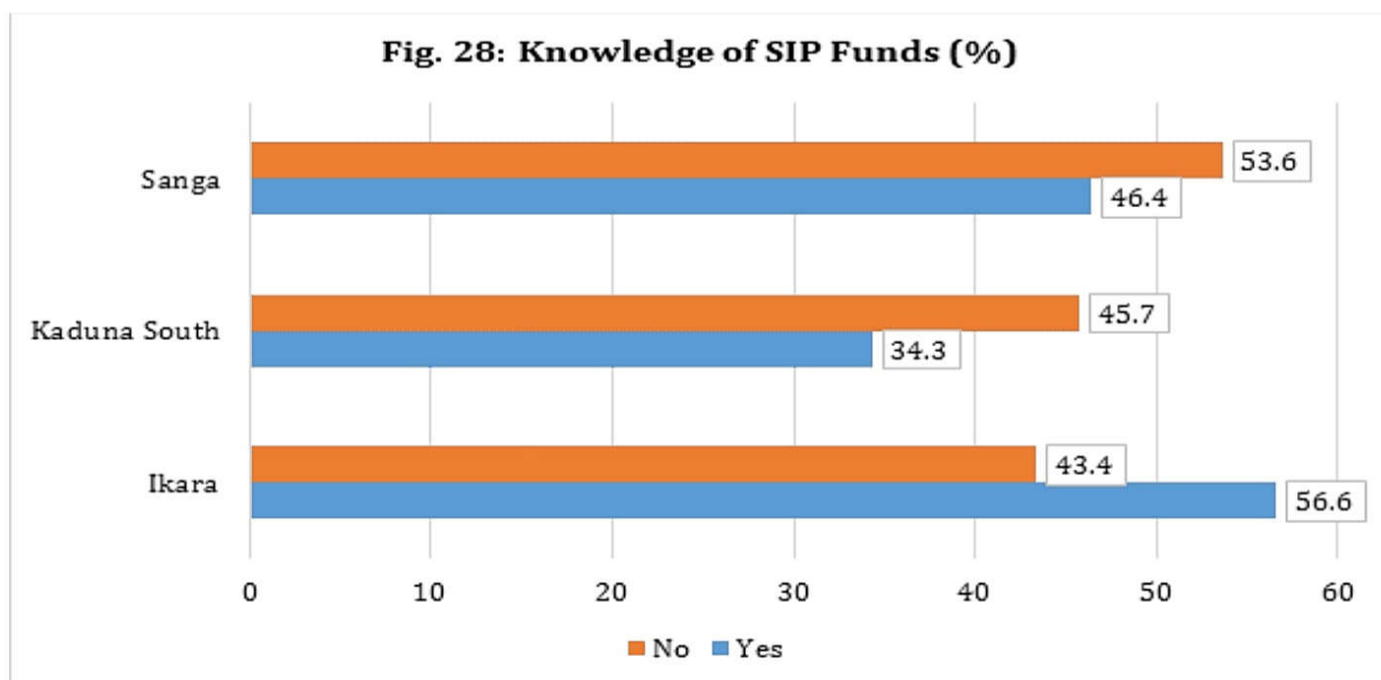54.2% of respondents in Sanga and 45.9% in Ikara state that they are not aware of project implementation details. This is particularly high in Kaduna South with over 70% stating that they are not aware of project implementation details. The only exception is Ikara where over half of respondents (54.1%) state that they are aware of project details.

2.22 Knowledge of SBMC School Improvement Plan Funds

Fig. 28: Knowledge of SIP Funds (%)

LGA	No	Yes
Sanga	53.6	46.4
Kaduna South	45.7	34.3
Ikara	43.4	56.6

46.4% of respondents in Sanga, 34.3% in Kaduna South and 56.6% in Ikara state that they know about the SIP funds. Majority of respondents in Sanga (53.6%) and Kaduna South (45.7%) maintain that they have no knowledge of the SIP Funds. However, in Ikara LGA, 43.4% state that they do not know about SIP funds.

3.0 Lessons from the Study

3.1. Importance of Political will:
The findings from the Needs Assessment, especially from the field visits, show that the political will in the Local Government towards improving school enrolment and retention is a positive development. The active support of the Local Government Education Secretaries for the Needs Assessment encouraged the Head Teachers and Principals to provide factual information on the state of affairs in the schools.

3.2a. The Learning Environment:
Urgent attention needs to be paid to making the school environment more conducive to learning. The lack of infrastructure is a major setback. Apart from the schools without any classrooms, some schools have just 1 block of classroom; and even where there are classrooms, many are in deplorable conditions. This exposes both teachers and pupils to distraction and is disruptive to learning.

3.2b. Lack of Security:
The absence of security guards and school fence leave the schools vulnerable to theft, vandalisation of school property and expose pupils and students to the social vices perpetrated by trespassing miscreants.

3.3.   The Needs Assessment has provided a resource, which could serve as an effective planning tool for quantum improvement in primary and secondary schools in the 3 target Local Governments in Kaduna State - Ikara, Kaduna South and Sanga LGAs.

4.0 Recommendations

4.1.   Strengthen School-Based Management Committees (SBMCs): The capacity of SBMCs should be strengthened through reactivation of those that are non-functional, training in fund raising, project implementation and monitoring. They should be equipped to take on the responsibility of developing the schools.

4.2.   SUBEB and UBEC should synergise efforts to provide, as a matter of urgency, classrooms where they are non-existent and inadequate.

4.3.   The Local Government Education Authorities should also, as a matter of urgency, provide security guards for the schools. This would not only contribute to improving the security situation in schools but would also provide employment for the unemployed in the community.

Selected Pictures From Ikara Lga

Ikara Central Primary School, Ikara

LGEA Primary School, Kankanki, Ikaraa

Selected Pictures From Kaduna South LGA

Government Secondary School, Kargi Road, Tudun Wada

Water Source,
LGEA Primary School Tudun Nupawa

LGEA Ahmad Monro Nursery & Primary School,
Kargi Road

Selected Pictures From Sanga LGA

UBE Primary School, Kyamiyah Fadan Karshi

Zinc Classroom in Nomadic Primary School, Anakpara Unguwar Ganye

School Needs Assessment Tool

School background Information

STATE:	LGEA:	
School Name:	Community:	Name of Head Teacher:
Address:	Location of school: **Rural** ☐ **Urban** ☐	Ward:
No of teachers:	No of Pupils:	Year of Establishment:

Respondent's Details:

Sex: **Male** ☐ **Female** ☐	Age Bracket:
Designation / Position:	

School Performance Data:

No of girls in school:	No of boys in school:

What age do children start going to school in the community?

Has enrolment increased in the last four years?   **Yes** ☐   **No** ☐

What are the reasons for increase in enrolment if yes?

What age do boys drop out of school?	What age do girls drop out of school?

What are the reasons for children dropping out of school?

How many pupils proceed to JSS after primary school?   Number pupils in each class?

Number of classes in the school?

What is the ratio of teachers to pupils?	What is the ratio of pupils to class?	What is the ratio of pupils to chair?	What is the ratio of pupils to toilet?

Do pupils take part in extracurricular activities?   **Yes** ☐   **No** ☐

If yes, describe...

....

School Infrastructure Data:

Complete each box on each visit	YES	NO

Does your school have adequate potable drinking water?		
Does your school have adequate sanitation facilities?		
How many toilets does your school have?		
How many classroom blocks do you have in your school?		
Is there a separate toilet for boys and girls?		
Is there toilet for the teachers?		
How many classroom blocks in your school needs renovation?		
Can you describe the particular classroom blocks?..		
Does your school have provision for ICT materials or computers in accordance with the basic education curriculum?		
Is there electricity supply to the school?		
Is there a fence in your school?		
What does your school need most? Furniture ☐ Classrooms ☐ Toilets ☐ Water ☐ Offices ☐ Teachers ☐ Teachers Training ☐ Teaching and Instructional Materials ☐ ICT Materials ☐ Others (specify) ☐		

School Instructional Materials Data:		
Complete each box on each visit	YES	NO
Are there adequate number of desks (table for the teachers) and seats for the pupils and teachers?		
Are there sufficient number of books and instructional materials?		
The books and other instructional materials provided are they in line with the curriculum?		

School Human Resource Data:		
Complete each box on each visit	YES	NO
Do you have security guards in your school?		
Are there adequate teaching and instructional materials in your school?		
What is the quality of teachers in your school? Qualified ☐ Unqualified ☐		
What is the average qualification of teachers here?		
How often do teachers in your school go for training? Not Often ☐ Often ☐ Very Often ☐		

What is the average of school attendance rate for the teachers?			

Project Implementation Data:		
Complete each box on each visit	YES	NO
Do contractors or SUBEB officials inform you before the commencement of any project here?		
As members of SBMC/PTA, are you involved in a Needs Assessment of your school prior to projects' selection on Kad-SUBEB UBE Action Plan?		
As members of SBMC do you perform monitoring and evaluation of projects in your school when implementation has started?		
Are you often aware of project implementation details during implementation by contractors?		
Do you know about the SIP funds? If yes have you received any form of training on how to access the funds?		

GENERAL REMARKS / OBSERVATIONS/ ISSUES

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Respondent's Signature:	Respondent's phone no:
Enumerator's Name:	Phone Number:
Signature:	Date: ---/---/----

ReclaimNaija! Na We Get Am!

OUR VISION:
A society where respect for human dignity, inclusion, social and environmental justice prevail

OUR MISSION:
To reduce human misery by empowering citizens to be positive change agents