

EDOREN

Education Data, Research and Evaluation in Nigeria

Workstream 1: Project review and evaluation

Female Teacher Trainee Scholarship Scheme (FTTSS)

Database and Tracker Survey

Final version

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2nd June 2014

Acknowledgements

The excellent cooperation and support of the staff of the state College of Education and the SUBEB in each of the five GEP3 states in assisting the research teams is gratefully acknowledged.

Support from GEP3 staff has also been critical in compiling the database and report, and this too is gratefully acknowledged.

EDOREN team member Allan Findlay supported the design of the database, and EDOREN Country Director Professor Oladele Akogun has provided extensive support across the research process. EDOREN workstream 1 leader Ian MacAuslan made final edits to the report.

This report has benefitted from extensive peer review comments from Murray Macrae.

All errors remain the authors’.

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Executive Summary

S.1. In order to facilitate the effective monitoring of the Female Teacher Trainee Scholarship Scheme (FTTSS), EDOREN (Education Data Research and Evaluation in Nigeria) has created a database that records relevant facts about awardees' background, academic performance and employment outcomes. The key goal is to monitor whether awardees complete the teacher training course and go on to teach in a rural primary school in their designated Local Government Area (LGA) for at least two years (which they are obliged to do under the scheme). This report describes the key features of the database, the methods used to collect data and the outcome of the tracking exercise. It then analyses the main findings to date.

S.2. This report is preliminary in that further work is required in order to clean-up and add key information to the database. It has been released now primarily in order that it can feed into the May 2014 Annual Review of the Girls Education Project – Phase 3 (GEP3). If considered worthwhile in the context of revisions to GEP3 interventions, a second draft of the report will be produced by the end of May that is based on an initial cleaning of the data base which has eliminated around 7-8% of the FTTSS student entries which have been found to be definite duplicates.

Database and tracker survey

S.3. **Database design:** The FTTSS database has two parts. The first contains information on awardees' family background, personal details, schooling and academic qualifications. The second contains information on their current status, including their residential and work addresses, their current activities and employment, and where they are teaching (if at all).

S.4. **Tracking method:** Two main sources were relied on to populate the database – SUBEB employment records; and information provided by graduates about their own background and current activities, as well as those of other FTTSS awardees. Two researchers per state were assigned 20 days each to collect this information. Snowballing and triangulation techniques were used to maximise coverage and accuracy.

S.5. **Outcome of tracking exercise:** Roughly half of the 525 FTTSS graduates were successfully tracked. The coverage rate for those who did not graduate was lower. This was principally because the task of tracking the 5,000-odd awardees proved more time-consuming than anticipated, and awardees knew relatively little about their classmates' whereabouts and activities. Nevertheless, the exercise has successfully laid the groundwork for subsequent tracking surveys, should FTTSS be continued.

Key findings

S.6. **Enrolments and student characteristics:** Almost 5,000 women have been supported by the scheme to date. The FTTSS seeks to focus on LGAs in which the number of female teachers is particularly low. However, data collected as part of the tracking exercise indicates that a significant share of awardees is from LGAs with a comparatively high share of female teachers. Part of the reason could be that the number of women eligible for entry into Colleges of Education (CoEs) is highest in these LGAs.

S.7. Of the 630 awardees who reported their fathers' occupations, 45% were the children of civil servants or local government administrators. This raises questions about the way that the scheme is being advertised. A majority of awardees reported that they had at least five Secondary School Certificate (SSC) credits, in line with the selection criteria for the scheme. 61% of awardees specialise in just one or two subjects, which is notable given that primary school teachers are supposed to teach all subjects.

S.8. **Graduation and deployment rates:** College records indicate that as of early 2014, 524 awardees from the first two FTTSS intakes had successfully graduated. This represents a graduation rate of 58% for the first batch and 15% for the second batch. Of these graduates, 42% (232 awardees) had been deployed at the time of the tracking exercise. Most were graduates from the 2008/09 intake whose deployment had

been delayed owing to a public sector recruitment freeze. The limited information for graduates who have not been deployed indicates that most are unemployed. This suggests that deployment is being restricted primarily by budgetary constraints, rather than graduates' unwillingness to teach.

S.9. Overall, the data suggests that the impact to date of the FTTSS on boosting the incidence of women teachers in rural primary schools in the five GEP3 states has been low.

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List of Abbreviations

CoE	College of Education
FTTSS	Female Teacher Trainee Scholarship Scheme
GEP3	Girls' Education Project 3
LGA	Local Government Area
NCE	Nigeria Certificate in Education
SSC	Senior Secondary Certificate

1 Introduction

1.1 The FTTSS

1. The main objective of the Female Teacher Trainee Scholarship Scheme (FTTSS) is to increase the number of qualified female primary school teachers in the five northern states of Nigeria (Bauchi, Katsina, Niger, Sokoto and Zamfara) in which the UNICEF-managed and DFID-funded Girl's Education Project 3 (GEP3) is being implemented. The underlying rationale is that having more female teachers in rural primary schools will encourage parents and young girls themselves to attend primary school and also improve learning outcomes, especially among girls. Female net primary school attendance rates are very low in all five states, especially in Sokoto and Zamfara (see Table 1).

Table 1 Primary net attendance rates in GEP states, 2010

State	Net attendance rate (%)			Gender Parity Index
	Female	Male	All	
Bauchi	34	40	37	0.85
Katsina	31	46	38	0.67
Niger	32	46	40	0.7
Sokoto	18	38	29	0.48
Zamfara	16	21	18	0.74

Source: NEDS/DHS. 2010

2. The FTTSS seeks to target predominantly rural Local Government Areas (LGAs) in each state in which the share of female teachers is especially low, typically less than 20% of the total teaching force in government primary schools (see table 2). The FTTSS pays the full cost of teacher training (both tuition and subsistence) for young women from these LGAs who meet certain academic criteria. UNICEF and the relevant state government are the two main sponsors of the scheme. Students enrol on the three-year Nigeria Certificate in Education (NCE) course at the main state college of education (CoE). Once they graduate, they are legally obliged to work for at least two years as primary school teachers in their home LGA.

Table 2 Distribution of LGAs by share of public primary school teachers that are women

	Number of LGAs by prevalence of female primary school teachers					Total number of LGAs
	<10%	10-20%	21-30%	31-40%	>40%	
Bauchi	1	12	5	1	1	20
Katsina	5	14	9	3	3	34
Niger	1	6	4	7	7	25
Sokoto	0	3	9	9	2	23
Zamfara	4	3	6	1	0	14
Total	11	38	33	21	13	116

Source: Annual School Census

3. Since its inception in 2008, the FTTSS has been a key component of the GEP. The total (attributable cost) budget for the FTTSS under GEP3 is US\$16.6 million out of a total project budget of US\$161 million (US\$105 million is funded directly by DFID) (see Armitage, 2014). Expenditure figures for each participating

state are not readily available, but state governments have typically sponsored three times as many students as the GEP.

1.2 Purpose of this report

4. Given the scale and cost of the FTTSS, it is especially important that its outputs, outcomes and impacts are carefully evaluated. Two key elements of the evaluation process are:

- The maintenance of a comprehensive database of all students who have enrolled on the scheme; and
- The regular tracking of the employment outcomes of FTTSS graduates, particularly to assess the extent to which they return to their designated LGAs as primary school teachers.

5. EDOREN agreed to initiate these two activities as part of its mandate to support the monitoring and evaluation of DFID-supported education projects in Nigeria, of which GEP, in purely monetary terms, is the largest. This report presents a preliminary analysis of the data gathered as part of this exercise.

6. The report should be read in tandem with EDOREN's forthcoming operational research report on FTTSS, which will be available by early June and is a much more comprehensive review of the FTTSS, its background, and recommendations on strengthening it.

7. This version of the FTTSS database and tracker survey is intended to strengthen annual review processes, and is being made available to the review team in advance of their report deadline.

1.3 Report structure

8. The report is structured as follows: Section 2 describes the design and implementation of the database and tracker survey. Section 3 summarises the main findings to date on student intakes and characteristics. Section 4 outlines the data collected on graduation rates and employment outcomes.

2 Database and tracker survey

2.1 Database design

9. The FTTSS database consists of two parts. The first contains personal details, background information and CoE data for each student. The second holds post-college information on awardees' employment outcomes and other activities. In total, the database has 54 separate data fields.

10. With over 5,000 students sponsored as of late 2013, it will take time to find and fully compile this information¹. Some data fields are particularly important, especially current employment and location. All data that have been found so far has been entered into an EXCEL spreadsheet.

2.1.1 Personal details and CoE data

11. The first part of the database contains the following fields:

- **Full name;**
- **CoE details and sponsorship:** CoE attended/attending, college id number, CoE intake year, sponsor;
- **Contact details:** Parent/guardians' home address, , home telephone number, Current contact telephone number;
- **Schooling:** Primary school attended, secondary school attended;
- **Personal details:** Date of birth, disability status, marital status at college, age married, number of children while student;
- **Residence:** Home LGA, location identified to work as teacher;
- **Family background:** Father's occupation, mother's occupation, husband's occupation;
- **Academic qualifications:** Number of Senior Secondary Certificate (SSC) credits, Joint Admissions and Matriculation Board (JAMB) score, grades in English;
- **NCE-related info:** Pre-NCE course, subject specialisation.

2.1.2 Post-training employment outcomes and other activities

12. The data fields for the second section of the data-base are as follows:

- **Course outcome:** Year graduated, NCE grade;
- **Current residential address:** current LGA, State, Country;
- **Employment:** current activity status, whether employed, occupation, public/private sector;
- **Current work location:** LGA, State, Country, rural/urban;
- **Teaching-related details:** if teaching, school name, school address, school LGA, school telephone number, if government teacher, identity number, year started teaching;
- **Details, if studying:** name of course, subject, name of university/college, location (state/country);
- **Current marital status and details:** current marital status, year married, number of children, husband's occupation.

¹ A short report will be compiled shortly on the issues faced in collecting specific information for the database and recommendations on follow-up work for both the database modification and further compilation and the tracker survey. This will entail telephone interviews with the researchers in each state.

2.2 Tracker survey

2.2.1 Tracking methodology

13. Two main sources of information were relied upon to determine the whereabouts and current employment or other activities of FTTSS graduates. These were:

- SUBEB employment records (because all graduates are expected to be employed as government primary school teachers); and
- Information from each traced graduate on their post-college employment and other relevant information, as well as any information that they have about other FTTSS graduates, especially those with whom they studied.

14. Using tried and tested information snowballing and triangulation techniques, each traced student was shown a list of their college classmates and requested to provide any information on the latter's whereabouts, contact details and current activities.

2.3 Data collection

2.3.1 The study team

15. Two researchers in each of the five GEP states were assigned 20 days each to collect the required information for the database on all FTTSS awardees in each state.

16. The researchers (all women) attended a one-day familiarisation and training workshop in late January 2014, which was followed up with detailed written instructions on how to undertake the work, especially the tracker survey.

2.3.2 Study implementation

17. Out of a total of 525 FTTSS graduates to date, almost half (267) were successfully tracked. Key information on graduates currently employed as government primary teachers was obtained from the SUBEBs in each GEP state (with the exception of Zamfara where the first batch of students is not expected to graduate until late 2016). The study also sought to compile information on FTTSS awardees who did not graduate, although this part of the tracking exercise was less successful.

18. Two main reasons, in addition to limitations of time and resource, why the overall tracking rate was lower than expected were:

- Locating and compiling information on the large number of FTTSS students at each College was time consuming and took considerably longer than had been originally anticipated. Less time was available, therefore, for tracking activities; and
- Graduates themselves had less knowledge about their fellow students than had been expected.

19. This report is preliminary in that further work is required in order to clean-up and add key information to the database. An estimated 8% of database entries represent duplicates. The report has been released now primarily in order that it can feed into the May 2014 Annual Review of the Girls Education Project – Phase 3 (GEP3). If considered worthwhile in the context of revisions to GEP3 interventions, a second draft of the report will be produced by the end of May that is based on an initial cleaning of the database.

2.3.3 Suggestions for follow-up activity

20. The essential groundwork in establishing the FTTSS database and regular tracker surveys has been successfully completed. A second round of data collection supported by additional training and the replacement of under-performing researchers would enable data gaps to be plugged. It would also help to embed the database and tracker survey as key management tools as well as for the regular monitoring and evaluation of the scheme. This would be recommended if the FTTSS intervention is continued.

3 FTTSS enrolments and student characteristics

3.1 ENROLMENTS

3.1.1 Annual intakes

21. A total of around 5,000 women have been supported by the scheme since its inception in late 2008. Niger State has had by far the largest number of students (over 2,000) whereas Sokoto State has had less than 700 with only three years of intakes (see table 3). There are no obvious trends in the size of intakes over time. Zamfara State had its first intake of 372 students in 2013/14.

Table 3 Annual FTTSS student intake by state, 2008/09-2013/14

State	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	Total
Bauchi	243	208	175		241		867
Katsina	125	182	257	189	151	224	1128
Niger	209	386	402	576	337		1910
Sokoto	100	302	287				689
Zamfara						372	372
Total	677	1078	1121	765	729	596	4966

3.1.2 Sponsors

22. Reasonably comprehensive information on student sponsors was collected from college records in two States, Bauchi and Katsina. Around one-quarter of students in these two states have been sponsored by GEP with the remainder financially supported by their state governments.

3.1.3 LGA student allocation

23. The objective of the FTTSS is to increase the number of female primary school teachers in rural areas in GEP States, and especially in those LGAs where the number of female teachers is particularly low. However, targeting on this front seems to be relatively weak.

24. Figure 1 shows the allocation of FTTSS awardees with respect to the share of female teachers in their LGA.

25. **Katsina State:** 41% of awardees are from the 19 LGAs (56% of LGAs in the State) in which less than 20% of public primary school teachers are female. The six LGAs (18% of the total) in which more than 30% of primary school teachers are women account for 28% of awardees.

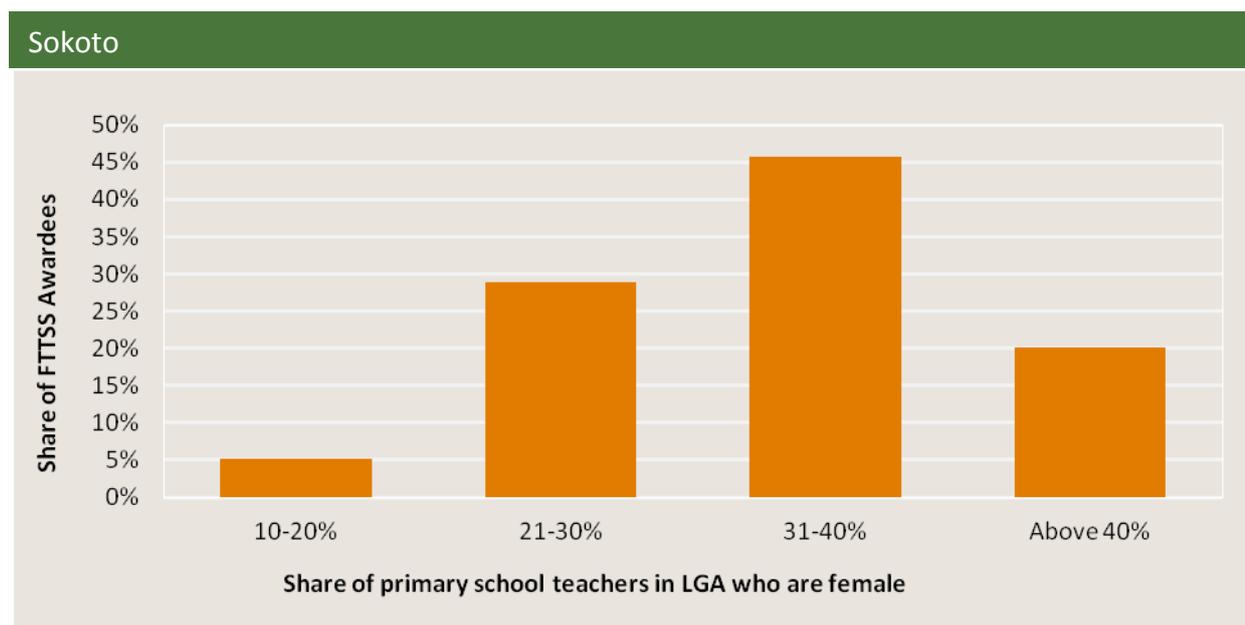
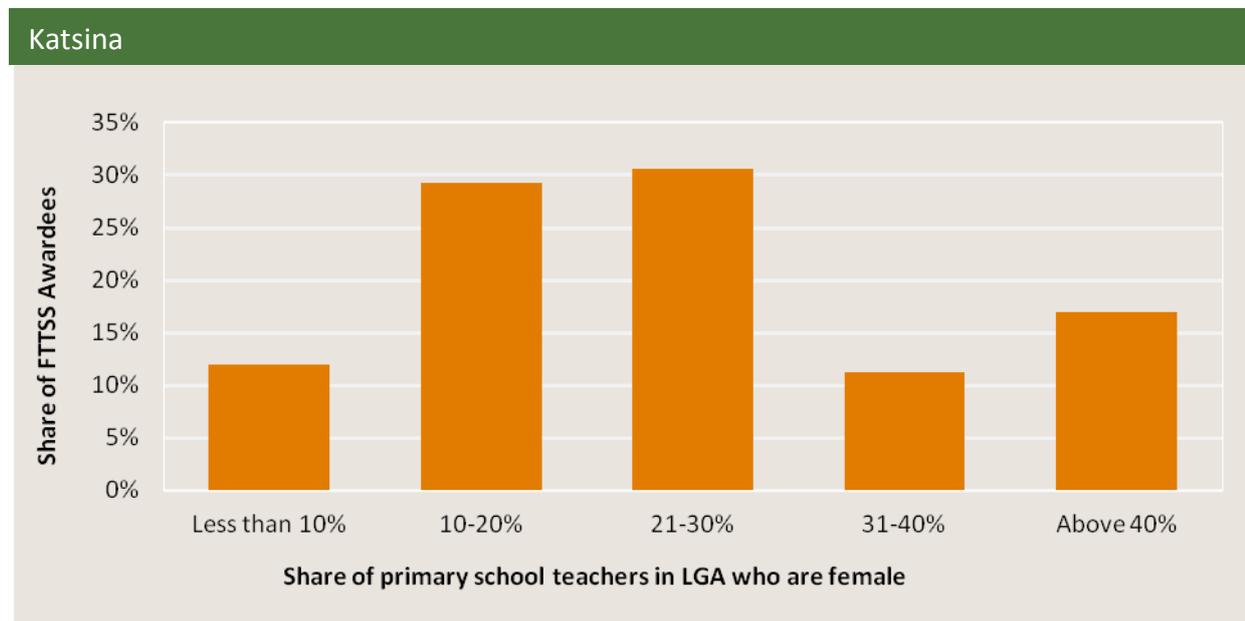
26. **Niger State:** 45% of awardees are from the 14 LGAs (out of 25) LGAs in which more than 30% of primary school teachers are female.

27. **Bauchi State:** 51% of FTTSS awardees come from the 13 LGAs (65% of LGAs in the State) where women account for less than 20% of public primary school teachers. 14% come from the two LGAs (10% of the total) in which women account for over 30% of teachers.

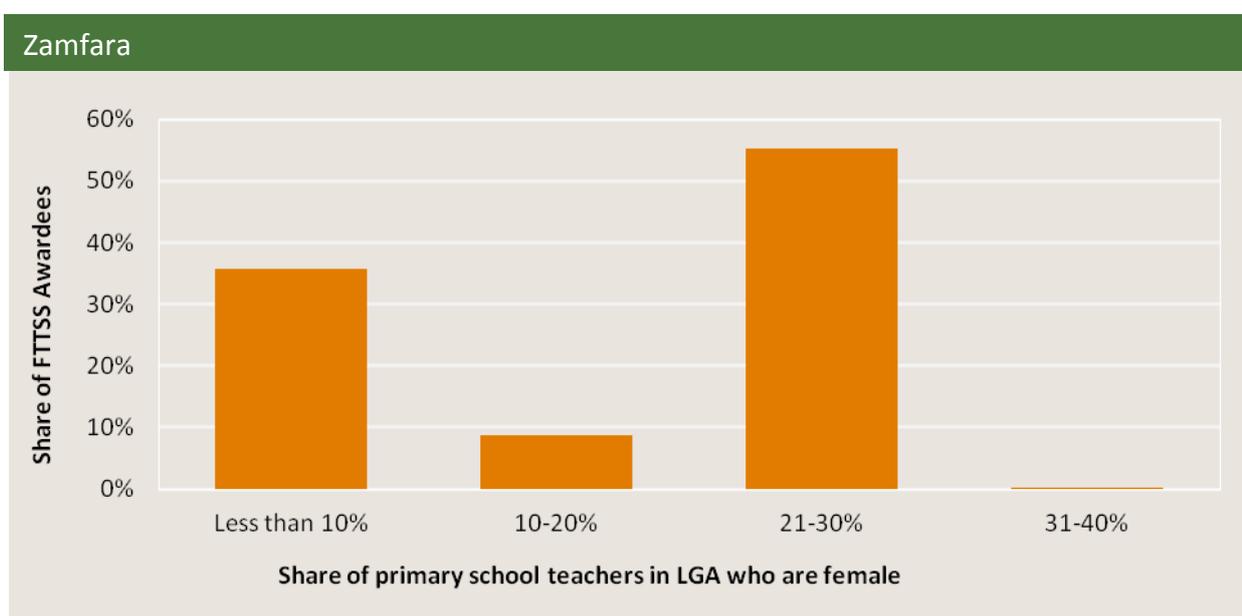
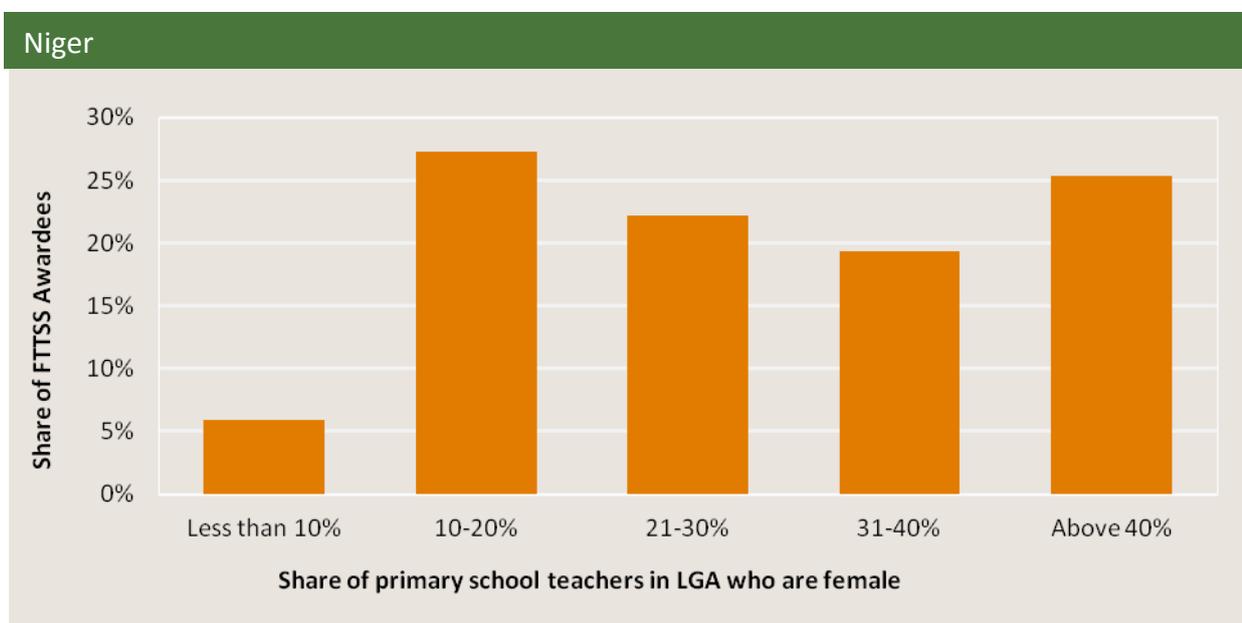
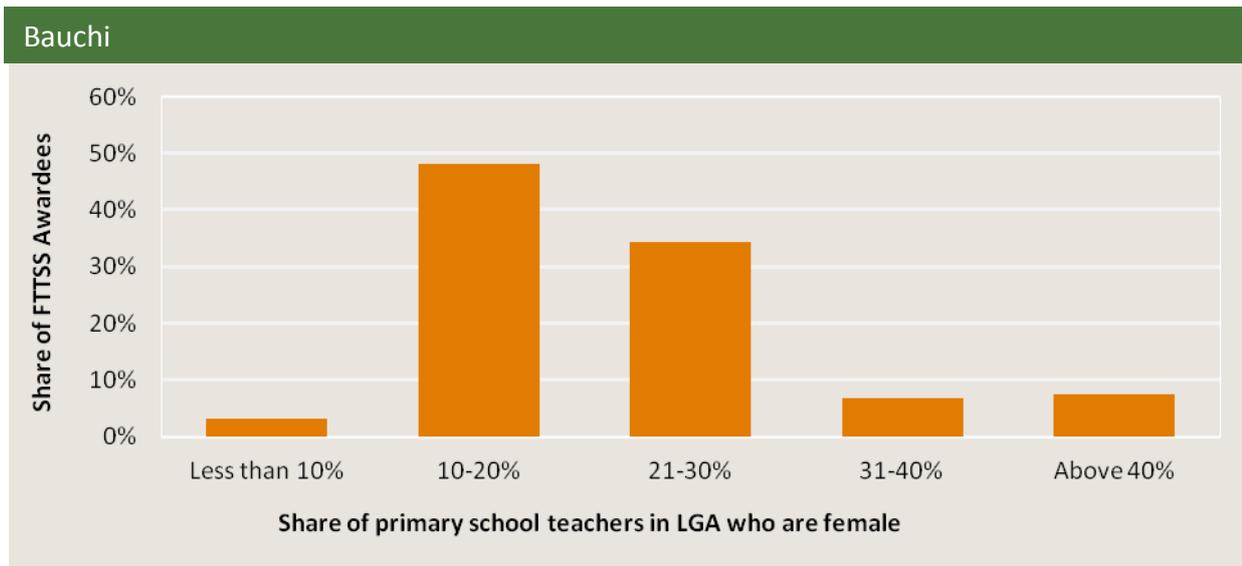
28. **Sokoto State:** Around 25% of awardees are from the 12 (out of 23) LGAs where less than 30% of primary school teachers are female.

29. **Zamfara State:** 45% of awardees come from the 7 LGAs (50% of the total) in which less than 20% of primary school teachers are female.

Figure 1 Distribution of FTTSS awardees by proportion of teachers in their LGA who are female



Note: Women account for over 10% of public primary school teachers in all 23 LGAs in Sokoto.



30. The bias in favour of LGAs that have higher shares of female teachers probably reflects the fact that the number of women eligible for entry into CoEs is highest in these locations. The LGAs with the fewest female teachers are generally in the most underdeveloped rural areas, where only small numbers of young women successfully finish secondary school.

3.2 STUDENT CHARACTERISTICS

3.2.1 Socio-economic background

31. Information on the occupational status of students' fathers was collected from around 630 students across the five states. While probably too small and possibly biased (due to incomplete coverage of awardees) to reach robust conclusions, it does appear that, with the exception of Zamfara State, the large majority of student fathers are in white-collar occupations (i.e. are "civil servants" and "local government administrators" – see table 4). Only 9% of students from Sokoto State and around one-quarter from Bauchi and Katsina States are from farming backgrounds despite the fact over 80% of the working population in these states are smallholder farmers. It will be interesting to study the process of admission into the programme that props up the children of public servants as the main beneficiaries. Preliminary qualitative research on the scheme in Bauchi and Niger States indicates that most FTTSS trainees find out about the scheme through word of mouth, which could be creating a bias towards the families of people who work in government.

Table 4 Occupation of fathers of FTTSS awardees, by state (rounded percentages)

Father's occupation	Bauchi	Katsina	Niger	Sokoto	Zamfara
Farmer	21	26	39	9	51
Teacher	0	1	0	0	7
Local government administrator	15	2	0	0	0
Civil servant	42	66	54	64	39
Business/shopkeeper	8	1	0	6	0
Politician	0	1	0	0	0

3.2.2 Age and marital status

32. Only Katsina and Zamfara States have reasonably complete data on the date of birth of FTTSS students. Most students in these two states are already over 20 by the time they enrol at college and are in their mid to late 20s before they graduate and finally get a job as a teacher (see table 5).

33. Between one-half and one-third of students are already married before or during their time in college and almost all graduates are married by their mid to late 20s. This has important consequences for the deployability of graduates to schools in the LGAs that they come from, since this will depend on whether their husband (and thus household) is within commuting distance of the school. Indeed, in a recent survey of 338 FTTSS students in Bauchi and Niger (conducted as part of an EDOREN operational research study), 23% of respondents said that they might not teach in a rural school for two years after graduation because their family does not live in a rural area.

Table 5 Age distribution of FTTSS students in Katsina and Zamfara, early 2014 (rounded percentages)

State	<20	21-24	25-30	31-35	>35
Katsina	13	34	43	9	2
Zamfara	27	55	13	3	2

3.2.3 Intake quality

34. Most students have obtained at least five credits in the secondary school leaving examinations. They have, therefore, been able to enrol directly on to the three-year NCE course.

3.2.4 Subject specialisation

35. As classroom teachers responsible for teaching all subjects in the pre-primary and primary school curriculum (and usually not just in one grade)²³, primary school teachers should receive a training that prepares them to teach all these subjects. However, the large majority of FTTSS awardees specialise in only one or two subjects. Table 6 lists the share of awardees in each state who have trained in all relevant subjects at the pre-primary and primary levels (the first two rows of the table). The remaining awardees are categorised by their main subject specialisation.

Table 6 Primary subject specialisation of FTTSS awardees, 2008/09-2012/13 (rounded percentages)

Subject	Bauchi	Katsina	Niger	Sokoto	Zamfara
Pre-primary/ECD	2	17	11	26	40
Primary	14	41	1	21	13
Arabic	5	1	0	0	0
Hausa	1	1	2	16	0
English	15	10	4	19	7
Maths	1	1	2	0	1
Science	20	4	24	2	23
Social studies	2	0	41	15	0
Islamic studies	13	1	5	0	0
Agriculture	1	2	8	0	0
Home science/economics	4	10	0	0	0
History	0	2	0	0	0
Adult non-formal education	0	6	0	0	0
Economics	7	3	0	0	0
Geography	2	0	0	0	0
HEC	0	1	0	0	0
Computer	1	0	0	0	0
Business/accounting	3	0	0	0	0

36. With the exception of Katsina State, less than 20% of students in the remaining four states have enrolled on primary education courses which provide the necessary all-round training for primary school education. The minimal numbers of students taking mathematics is also noticeable although around 20-25% of students have enrolled on science courses in three states (Bauchi, Niger and Zamfara). There has been a relatively strong emphasis on pre-primary training in Sokoto and Zamfara where teaching is even more gender-stereotyped than in primary schools. Around 40% of students in Niger have been enrolled in just one subject area, namely social studies. By contrast, Hausa, which is the medium of instruction in the first three primary school grades, has had very few students (with the exception of Sokoto State).

² This does not mean the information does not exist but that the researchers themselves were not able to access it.

³ For example, in Katsina State, teachers are responsible for the same class from P1 to P6.

4 TRAINING AND EMPLOYMENT OUTCOMES

4.1 GRADUATES

4.1.1 Graduate outcomes

37. Based on the college records available during the initial phase of the study in mid February 2014, a total of 524 students had successfully graduated. This does not include the 2012/13 graduates because the official results were not yet available (although they probably are now). The largest number of graduates has been in Bauchi with over 200 students whereas data was only available for 31 graduates in Katsina (see table 7).

Table 7 FTTSS NCE graduates by GEP State, 2010/11 and 2011/12

State	2010/11	2011/12	Total
Bauchi	130	77	207
Katsina	31		31
Niger	130	36	166
Sokoto	100	20	120
Total	391	133	524

Note: Results for 2012/13 graduates had still not been released in all states at the time of this study in mid-February 2014.

38. The overall graduation rate in 2010/11 for the first intake of students was nearly 60% but, again, the variation between the four states is large (ranging from 100% in Sokoto State to 25% in Katsina State) (see table 8). The overall graduation rate (to date) in 2011/12 for the next batch of students is dramatically lower at only 15.1%, although this may (in part) be due to examination results not yet being released.

Table 8 FTTSS graduation rates by GEP State, 2010/11 and 2011/12

State	2010/11	2011/12
Bauchi	57.8	37.0
Katsina	24.8	
Niger	62.2	9.3
Sokoto	100	6.6
Total	57.8	14.8

Note: Results for 2012/13 graduates had still not been released in all states at the time of this study in mid-February 2014.

4.2 EMPLOYMENT OUTCOMES

4.2.1 Teacher deployment

39. A total of 232 graduates, 42% of the total graduate output, were employed as primary teachers in early 2014. This is slightly higher than initial estimates from the operational research work (already shared with the Annual Review team), which may reflect a different sample – as noted in both reports, such estimates should be treated with caution. Nevertheless, it suggests that the proportion of FTTSS graduates

deployed as teachers is quite low, particularly in their home LGAs. Most of these employed graduates are from the first intake in 2008/2009 and, mainly because of public sector recruitment freezes, they had to wait until 2012 and 2013 before they could be recruited (by SUBEB) and deployed to their designated locations. The teacher deployment rates for the individual states are as follows: Bauchi 52%, Katsina 56%, Niger 64%⁴, and Sokoto 17%.

40. Information on the employment outcomes of the remaining graduates is still quite limited. What is available indicates that, despite the majority being married, most consider themselves to be ‘actively unemployed’⁵ (certainly in Bauchi and Sokoto) and that very few have gone on to undertake further study. The numbers who have found non-teaching jobs is not yet clear, but very few graduates were interviewed or reported to be working outside of the education sector. In part, this may be because they are legally bonded for two years to work as teachers in their designated LGAs and would be unable, therefore, to find work elsewhere.

4.2.2 Teacher deployment by LGA

41. **Bauchi:** In 11 out of the 20 LGAs, less than half of the 2008/09 intake had been posted to their home/designated LGAs by early 2014. Only one LGA had 100% posting (see Table 9). 64% are married.

Table 9 Share of 2008/09 intake in Bauchi that have been posted in their home LGAs

LGA	2008/09 FTTSS Intake	Number posted in home LGA ¹	Share posted in home LGA ¹
Akaleri	15	1	7%
Dass	16	3	19%
Jama'are	14	3	21%
Tafawa Balewa	11	3	27%
Bauchi	17	5	29%
Zaki	8	3	38%
Kirfi	10	4	40%
Toro	22	9	41%
Shira	16	7	44%
Ganjuwa	11	5	45%
Dambam	8	4	50%
Warji	10	5	50%
Misau	11	6	55%
Gamawa	9	5	56%
Ningi	9	5	56%
Bogoro	10	6	60%
Giade	11	7	64%
Katagum	21	14	67%
Darazo	9	7	78%
Itas Gadau	5	5	100%

¹ As of early 2014.

42. **Katsina:** The posting rate to designated LGAs has been low. Nearly 40% of deployed teachers to date are working in Katsina and Dusin-Ma LGAs which already have high concentrations of women teachers

⁴ This figure is taken from the VfM report on the FTTSS rather than the database itself (see footnote 6).

⁵ In other words, they are not ‘housewives’, students, or ill and want, therefore, to participate or seek to participate in the workforce.

(65% and 36% respectively) and are relatively urban. Only one predominantly rural LGA (Kusada) has more than two FTTSS teachers (five out of the 10 expected among the 2008/09 intake).

43. **Sokoto.** The 17 graduate teachers (all from the 2008/09 intake) have been deployed to just six out of a total of 23 LGAs. Again, three of these six LGAs (Sokoto North and South and Wamakko) have the highest concentrations of women teachers in the State (although they are still very much a minority)⁶.

44. In short, the overall impact of the Scheme, to date, with regard to improving the incidence of women teachers in rural primary schools in the five GEP states has been low. This could change once the large numbers of currently enrolled students graduate over the next two-three years. However, low completion rates to date, coupled with the high course repetition rates of current FTTSS trainees, suggest that a significant share may not graduate. In addition, major social/cultural barriers and budgetary constraints are likely to limit the deployment of FTTSS graduates to those rural locations that have the smallest numbers of female teachers.

⁶ Only five FTTSS graduates in Niger State are reported in the database to be working as primary school teachers. It is difficult therefore to draw conclusions on the pattern of deployment.

Annex A Terms of reference

Purpose

A. 1. The purpose of the survey is to estimate the proportion of women who receive FTTSS in each GEP3 state who complete their teacher training and go on to teach in remote rural schools. This will provide measures of the overall efficiency and effectiveness of the FTTSS as a training scheme.

Background

A. 2. The FTTSS aims to increase significantly the numbers of female teachers in primary and junior secondary schools in GEP3 states. The underlying theory of change is that one of the key barriers to girls' education is the relative absence of female teachers, and that the costs of teacher training is a serious barrier to young women being able to train as teachers, especially in rural areas where very few female teachers are employed. Awarding scholarships to women from predominantly rural northern states should mean, therefore, that more women return to their home areas as teachers.

A. 3. This study aims to test part of this theory – that women given scholarships will become teachers in rural areas of GEP3 states. Currently, the FTTSS lacks a database of women given scholarships, and does not follow-up systematically on scholarship beneficiaries in order to verify that they complete their training and are deployed and retained in rural schools. The GEP3 logical framework (March 2013) sets targets for FTTSS deployment and these need to be measured over time.

A. 4. This tracking study is within the operational plan of GEP3. An operational research study on FTTSS led by Professor Máiréad Dunne and Professor Oladele Akogun will generate information on why students are not deployed, and these researchers should be consulted in the production of the report.

Methodology

A. 5. Develop more detailed methodology and study design note setting out the approach to the study and database, in consultation with Allan Findlay and Christophe Morgan (the GEP3 FTTSS lead). This should include details of the training required, the methodology and approach to fieldwork, the structure of the database, questionnaires, and the analysis plan. A plan for sampling scholars will be also developed (with the assistance of EDOREN workstream three) in order to ensure that the survey is based soundly on representative samples of past FTTSS students in each GEP3 state. This study design note will be signed off by Christophe Morgan and Paul Bennell.

A. 6. Construct a database in Excel meeting the specifications of the study design note. This database should include basic information on the scholars (age, contact details, geographical location and any other information available), source of funding, where and whether they completed training, and details about deployment.

A. 7. Conduct training for the survey researchers on how to conduct the survey. This is expected to be around two days and can be hosted at the EDOREN office in Abuja or at a hotel in Minna, allowing for some piloting in Niger state.

A. 8. Gather information on all women who have received scholarships from FTTSS, whether funded by UNICEF or by the State Governments, from UNICEF and SUBEBs. This will require travel to the states.

A. 9. Input this information into the database.

A. 10. Draw a sample, in consultation with EDOREN workstream 3 that is representative of women receiving scholarships in each state from UNICEF and government sources.

A. 11. Trace each graduate in this sample through consultation with college records, interviews with teachers, parents, fellow students and, where possible, phone interviews with each student in the sample.

For each graduate, gather information on what they are doing now (if they are teaching, the location of their school, classes taught, and other relevant information to be set out in the study design note).

A. 12. Input the information into the database, and ensure the information is clean (through double data entry). Share this database with UNICEF for review and finalisation.

A. 13. Conduct analysis of the database to generate completion rates and deployment rates.

A. 14. Write reports of 1) analysis of completion and deployment rates and 2) suggestions for how to maintain the database. Share drafts of these reports with UNICEF and the EDOREN operational research team on FTTSS for comment.

A. 15. Finalise reports and database, incorporating comments.

Staffing

A. 16. This study will be led by Dr Paul Bennell, EDOREN workstream 1 leader. Paul will be responsible for providing overall strategic direction and signing off on final products for review by UNICEF and DFID.

A. 17. A consultant (international or national) will finalise the methodology, conduct training and lead the analysis. The consultant will have more than five years' experience working on surveys, preferably with experience in Nigeria and with tracker surveys. .

A. 18. Allan Findlay (EDOREN surveys and systems expert in Abuja) will provide support to the development of the database and the conduct of the survey.

A. 19. Two female graduate students from each GEP3 state (10 in all) will attend training, conduct the fieldwork to gather data for the database and the tracker survey, and participate in the analysis. These graduates should speak and write Hausa and English fluently, have some knowledge of schools and teacher administration in their respective states, be hard-working, diligent and strong attention to detail and a strong grasp of Excel. They should also be able to interact comfortably with administrations from colleges of education, and have some experience in primary research in Nigeria.

Outputs

A. 20. An FTTSS database and tracker study design note.

A. 21. A database containing details of all women given FTTSS scholarships, the source of funding (UNICEF or states), the Colleges of education attended, and whether they have graduated from these colleges. For a sample of scholars, information on their deployment..

A. 22. A note providing suggestions for a process by which UNICEF can maintain this database..

A. 23. A report providing estimates of completion and deployment rates for FTTSS graduates, by State and source of funding.

Annex B Memo to FTTSS researchers on the implementation of the FTTSS data base and tracker survey

To: FTTSS Database and Tracker Survey researchers

From: Paul Bennell, FTTSS Survey Manager, EDOREN

Date: 30 January, 2014

Dear All

It was such a pleasure meeting you all last week.

As promised, I am now sending you the FTTSS survey EXCEL file. This comprises three sheets, namely the master database, the codes for the variable fields in the database, and the key respondent tracker information sheet.

Master database: Once you are fairly certain that you have the correct information for each data field for a particular FTTSS student, this can then be entered on the master database. It should be possible to enter most of the college enrolment information (coloured blue) straight away from college/sponsor records. Similarly, for those graduates who you are able to contact directly and who provide you with all the information you need, then you can enter this information directly into the data base (These fields are coloured yellow). However, for some graduates, it will take more time for you to be confident about the accuracy of their post-college activity and whereabouts. While you are gathering information on these graduates, you should keep a separate folder/file for of them where you can keep their key respondent information sheets.

The field variables with an asterisk must be coded. I have coded most of these fields but they are some (such as LGAs) which you will have to do yourself for your own state. When you have done this additional coding, please send the file back to me so that I can check it. My email is paul.bennell@edoren.org.

Key respondent information sheets: Once you have collected all the available background and college information for each student from their college and sponsor records, you should meet with all the current FTTSS students so that you can check the accuracy of the information you already have about them and also fill in any information that is still missing.

Then you can start tracking the FTTSS graduates. As we discussed in the workshop, your first stop should be the officers in SUBEB who keep all the employment information on teachers. Once you have this, you can try to contact as many of these teachers as possible (in person if they are nearby or by phone/letter) and ask them to provide any missing information about themselves that you need on the master data base (for example, the occupations of their mother, father and husband (if married)). When you have done this, you can then go through the names of their classmates from their intake year at college which are listed in the key respondent information sheet and record any information they may have about any of these individuals directly onto this form. When other respondents have also provided information about these individual graduates and you are confident that it is accurate, then you can add it to the master database.

You should also show the key respondent information sheets to current CoE students and lecturers. For each respondent, you should give them their own information sheet for each graduate cohort so that they can directly write any information they may have about past graduates.

I hope this is all clear. If you are unsure about anything then please email me immediately.

Best of luck

Kind regards

Paul