CHILD FRIENDLY SCHOOLS EVALUATION:

Country Report for Nigeria

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REPORT

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Child Friendly Schools Evaluation: Country Report for Nigeria
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PREFACE

The Evaluation Office working closely with the Education Section commissioned American Institutes for Research (AIR) to conduct a global evaluation of UNICEF's Child-Friendly Schools (CFS) programming strategy in 2008. The purpose of the evaluation was to assess how CFS models have been implemented in multiple contexts to improve education quality, and to provide data on the extent to which key CFS principles of child-centeredness, inclusiveness, and democratic participation are being realized in countries that are implementing CFS. The evaluation was also expected to create CFS assessment tools and provide a baseline against which future progress can be evaluated.

The evaluation methodology consisted of a desk review of CFS documents from all regions, site visits and primary data collection in six countries (Guyana, Nicaragua, Nigeria, Philippines, South Africa, Thailand), and an on-line Delphi survey of UNICEF Education Officers from all regions. The country visits included extensive new data collection via surveys, observations, interviews, photos and videos, and focus group discussions. In order to obtain the perspective of all key stakeholders, the evaluation teams collected data from teachers, school leaders, parents, and schoolchildren. Hence, in addition to this global evaluation report, six in-depth country case-study reports were produced from this work.

This report presents in-depth analyses and results of the status of CFS in Nigeria. We hope that readers from both the Education sector and the Evaluation discipline will be satisfied with the rigor of the methodologies and clarity of the analysis.

Our appreciation for the effort and professionalism that was demonstrated in this evaluation goes to David Osher, the lead evaluator from AIR, and the AIR data collection team and authors of the Nigeria report consisting of Elizabeth Spier and Olivia Padilla. Support was also provided by Chen-Su Chen, Jeff Davis, and Corbrett Hodson. We also extend thanks to the national research teams that assisted AIR in each country.

We would also like to express gratitude to our colleagues in the Education Section - Cream Wright, Changu Mannathoko and Maida Pasic – for recognizing the need for an independent evaluation, for insightful contributions at every stage, and for mobilizing their Education colleagues in regional and country offices. Likewise, we appreciate the efforts made in all participating UNICEF country offices, especially in the six case study nations. Finally, sincere commendations go to my colleagues who managed the evaluation, Samuel Bickel (Senior Advisor) and Kathleen Letshabo (Evaluation Specialist, Education).

Readers of this report inspired to learn more about the Child Friendly Schools approach are invited to visit the UNICEF website (www.unicef.org) for all the reports in this series. Readers interested in UNICEF's evaluation priorities and strategies will also find important information there.

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Table of Contents

Tables

Figures

Photographs

Acronyms

AIR	American Institutes for Research
SBMC	School-Based Management Committee
CFS	Child Friendly Schools
PTA	Parent-Teacher Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Executive Summary

The Child Friendly Schools (CFS) initiative in Nigeria was developed as a partnership between the Ministry of Education, UNICEF, and other national and international organizations in response to the dire state of education in Nigeria in the 1990's. Less than 80 percent of school-age children were enrolled in school. About a third of that number did not complete primary school, while two-thirds did not achieve basic literacy or numeric proficiency. Schools had inadequate classroom space, furniture, equipment and teaching/learning materials; many of them had inadequate water, health and sanitation facilities; and there was very limited community involvement in education. Teachers were poorly motivated and used ineffective teaching methodologies. Hence this strategic partnership, which later became the CFS initiative, sought to create schools that reflected and realised the rights of every child; implemented student-centred pedagogy; were gender sensitive; promoted students' mental and physical health; promoted quality learning outcomes for all children; enhanced teacher capacity, morale and commitment; and provided education that included families and promoted community cohesion.

UNICEF contracted with the American Institutes for Research (AIR) in 2008 to conduct a global evaluation of its CFS initiative. The evaluation was expected to serve as a baseline assessment, examining the effectiveness of UNICEF's CFS programming efforts in the areas of inclusiveness, pedagogy, architecture and services, participation and governance, and systemic management. Nigeria was selected as one of six countries for this global evaluation. The purpose of this report is to present an evaluation of the effectiveness of UNICEF CFS intervention efforts in Nigeria. As part of the data collection effort for the CFS global evaluation, the evaluators visited a total of 23 schools in the Federal Capital Territory, Ebonyi State and Niger State that had received support under the CFS initiative, administered surveys to teachers and students and school heads, observed the school grounds and buildings, and conducted interviews and focus groups with school heads, teachers, families and other key stakeholders.

Although there are still some significant areas of concern that have a long-term impact on children's outcomes, Nigeria has made substantial progress toward the provision of schools that are child friendly. Most schools made an effort to reach out to enrol all students, including student with disabilities, and there seemed to be a positive attitude toward the provision of education for all. However, very few schools had teachers with training in special education, and most schools lacked resources to meet the special needs of students with disabilities once enrolled.

The majority of students felt that the topics they studied in school were interesting and that their school was teaching them what they needed to know in life. Most teachers and students reported that the school leadership made decisions in the best interest of students. Although few classrooms provided an attractive and well-furnished environment for students, most were able to provide students with minimally adequate seating, work space, lighting, ventilation and protection from the elements.

Nigerian teachers reported having good access to professional development opportunities. They also acknowledged that they received a high level of technical assistance from their school heads and professional support from their colleagues. While teachers had taken some steps toward adopting student-centred teaching methods, teacher-centred pedagogy was still predominant in most classrooms. For example, most teachers believed that lectures were the most effective way to teach students, even though many teachers were also observed to walk around the classroom and provide support and guidance to individual students , and asked students questions that required higher-order thinking as would be the case in child-centred pedagogies. And although nearly all teachers indicated that student participation in class was important, this did not usually extend to asking students for their opinions or ideas.

Schools seemed to have developed a high level of awareness of the importance of children's rights, and parents and community members were well informed about child labour issues and

children's rights. However, respect for children's rights did not always extend to respectful treatment of students at school. Although the majority of teachers were observed to treat students in a respectful manner and use positive methods to manage student behaviour, corporal punishment was reported to be practised in some schools. Also, a third of the students reported that their teachers sometimes said unkind things to students, while another third reported that sometimes they did not want to come to school because of how teachers treated them.

Nigeria has been successful in the provision of a girl-friendly environment in schools. School heads, teachers and parents perceived a high level of gender equality at schools, and classroom observation revealed an environment where teachers seemed to have equally high expectations for boys and girls. Girls in schools with the most gender-equal environments (according to their students) had a significantly higher level of academic engagement than the girls who attended the least gender-equal schools. However, stakeholders reported that girls' long-term education was hampered in many communities by early marriage and early child bearing.

There was a very high level of awareness among school staff of the crucial role that health and nutrition play in children's learning and development. There also seemed to be a high level of awareness regarding the importance of health education, with schools providing health education on avoidance of high-risk behaviours, healthy nutrition, dental hygiene and overall wellness. Most schools were relatively neat and clean, and most provided access to safe drinking water. Unfortunately, significant numbers of children still arrived at school with health issues and inadequate nutrition, and most schools had few or no resources available to intervene. Increased food prices had made it even more challenging for schools to feed students, and some schools had to discontinue the nutritional support that they had been providing. Also, only a few students and staff were observed washing their hands after using latrines or before eating or handling food.

Most students felt that their school was a welcoming place. However, students from many schools reported that disagreements or perceived insults among students often led to aggressive responses. Bullying, the social marginalization of some students, and failure of bystanders to intervene in cases of bullying all emerged as significant areas of concern for both boys and girls, with some students reporting that they sometimes stayed home from school because they were concerned for their safety. Hence, students who attended schools with a respectful peer climate had a significantly higher level of academic engagement than students who attended schools with a disrespectful peer climate.

Nearly all school heads indicated that their schools kept parents informed about what was happening at the school, their child's progress and any concerns regarding their child, and parents confirmed these reports. Also, there seemed to be positive relationships and open communication between most schools and their communities, with about half of the schools engaging in partnerships with the community to improve conditions at the school.

Based on Nigeria's goals for child-friendly schools, we recommend the following:

- Teachers should be provided with training, guidance and professional support to implement more positive behaviour management techniques in the classroom and to create a more respectful environment for students.

- Schools should implement a comprehensive social and emotional learning initiative across all grade levels to reduce levels of aggressive behaviour and bullying by students. Improving student social and emotional learning and behaviour would also make classrooms more manageable for teachers.

- Schools should work with their local communities to improve the safety of students travelling to and from school.

- Ongoing efforts should be made to increase the number of teachers who are trained to meet the needs of children with disabilities – perhaps both by increasing the number of new teachers who graduate with specialized degrees and by providing additional training to experienced teachers.

- A national feeding strategy for all Nigerian students would be most beneficial, but this is also an area where Nigeria's School-Based Management Committees (SBMCs) could work within the community and/or look for outside resources to provide food for all students, or at least for students who require nutritional support.

- Continued efforts should be made to improve access to education for married and/or parenting girls, perhaps through a combined approach of both reducing early marriage (requiring a broader community approach to intervention) and improving access to education through the mainstream educational system or through the provision of alternative programs.

- Few students and staff were observed to wash their hands after using latrines or before eating or handling food. Given the serious health risks associated with poor hygienic practices, a national campaign to increase hand washing should be considered.

- Schools faced significant challenges in providing students with access to physical or mental health services, and in providing the kind of basic care that can have a significant impact on student learning outcomes (such as vision and hearing screening). In some cases, there may be community resources available that schools could better access through partnerships or with some technical assistance.

- SBMCs and/or other school-community partnerships could be leveraged to engage the community in assisting with needed repairs at schools.

- The public should be educated about the importance of children attending school every day, including approaching parents whose children are working at the market during school hours to assist them in finding a way to allow their child to attend school on market days.

- Technical assistance and support should be given to schools to better engage students in making decisions and gaining a sense of ownership of their school.

- Schools and communities may also benefit from assistance in developing long-term partnerships with businesses and service providers to meet the school's needs and/or provide short-term assistance to resolve a problem.

CHAPTER 1 – The UNICEF Child Friendly Schools Initiative

The Education Section of UNICEF's Programme Division introduced the Child Friendly Schools (CFS) framework for schools that "serve the whole child" in 1999.[1] Today, the CFS initiative is UNICEF's flagship education programme, and UNICEF supports implementation of the CFS framework in 95 countries[2] and promotes it at the global and regional levels. This chapter introduces the first global evaluation of CFS.

1.1   Background

UNICEF's CFS framework is grounded in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). These principles emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment.[3]

Three other inputs shaped the early development of CFS. The first was effective school research, which emphasized the importance of school factors for disadvantaged students. The second was the World Health Organization's mental health promotion initiatives, which focus on the importance of connectedness, caring and access to support. The third was UNICEF's interest in child-, family- and community-centred approaches to school improvement.

UNICEF envisions and promotes CFS models not as abstract concepts or a rigid blueprint but rather as 'pathways towards quality' in education that reflect three key, and inter-related, principles derived from the Convention on the Rights of the Child (UNICEF, in press):

- *Child-centeredness*: Central to all decision-making in education is safeguarding the interest of the child.
- *Democratic participation*: As rights holders, children and those who facilitate their rights should have a say in the form and substance of their education.
- *Inclusiveness*: All children have a right to an education. Access to education is not a privilege that society grants to children; it is a duty that society fulfils to all children.

UNICEF anticipates that CFS will evolve and move towards quality education through the application of these principles. The following features of CFS derive from these principles; as the principles gain traction these features are strengthened.[4]

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[1] The Chabbott (2004) desk review, in which she reviewed earlier documents and interviewed key personnel, provides the base for these historical observations.
[2] CFS is implemented in 95 countries, one of which is identified as the Pacific Region, which consists of 13 independent island countries and 1 territory under New Zealand administration (Tokelau).
[3] See http://www.unicef.org/crc/

[4] Adapted from the UNICEF Child Friendly Schools Manual (UNICEF, 2009).

Table 1 Principles of Child Friendly Schools

Principle	Features of a child-friendly school derived from principle
Child-centeredness	• Child-centred pedagogy in which children are active participants, provided by reflective practitioners • Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
Democratic participation	• Children, families and communities are active participants in school decision-making • Strong links among home, school and community • Policies and services support fairness, non-discrimination and participation
Inclusiveness	• Child-seeking • Inclusive and welcoming for all students • Gender sensitive and girl friendly • Policies and services encourage attendance and retention

Although presented separately, the three principles are complementary, interactive, and to some degree overlapping. When schools implement one principle they will inevitably touch on and begin to apply another. Democratic participation provides an example: Safeguarding the interests of the child (child-centeredness) through child-centred pedagogy, and a focus on the needs of the whole child should be enhanced both by the active participation of children in their learning and well-being, and by the participation by families and communities to provide necessary supports. Similarly, being inclusive of all children and seeking out children should be enhanced by child-centeredness and the active participation of students, families and the community.

Figure 1 (below) presents a conceptual framework of CFS models. This framework was developed for, and then used to guide, this evaluation. It shows how the application of the three principles should lead to quality education and positive student outcomes.[5] Schools are accessible and welcoming to all children and seek out children. Within a school, child-centred pedagogical approaches are implemented in a healthy, safe and protective learning environment that encourages the democratic participation of children, parents and the community. Together, these lead to children being safe and included, engaged and challenged, and supported, all of which are important outcomes because children are, in turn, more likely to learn and stay in school. This dynamic leads to students having greater opportunity to learn and succeed in life. It also leads to reduced dropout rates because students and their families see the value of school. Moreover, successful schools are viewed positively by the community and this improved reputation leads to greater demand.

Schools are situated in a broader context than is depicted in this figure. National and local policies, advocacy efforts and multi-sector approaches will determine (to varying degrees) the availability and allocation of resources and school-level policies and practice. Another influence is the efforts by UNICEF, the government and other partners such as non-governmental organizations (NGOs) and civil society organizations to promote and support schools. Finally, a country's economic health and demographic profile and political situation, and whether the country has recently experienced a natural disaster or political conflict, will necessarily influence how the principles are implemented and realized.

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[5] While it is grounded in UNICEF's theory of action, it is also grounded in empirical research that emphasized the importance of providing students, teachers and families with the supports necessary to address barriers to participation and learning and to build conditions for learning and development (e.g., Battistich & Horn, 1997; Christenson & Thurlow, 2004; Greenberg et al., 2003; Hamre & Pianta, 2001; Osher, Dwyer & Jimerson, 2006; Osher et al., 2007; Osher & Kendziora, in press; Osterman, 2000; Slap, Lot, Huang, Daniyam, Zink & Succop, 2003; Teddlie & Reynolds, 2000; Wentzel & Wigfield, 1998).

Figure 1 CFS Model of Change

In the remainder of this section, we address the need for the intervention, and the nature of the intervention created by UNICEF in collaboration with other stakeholders to improve schools in Nigeria.

1.2   The need for CFS in Nigeria

In 1999, the Monitoring of Learning Achievement (MLA) project reported that lack of suitable school environment constituted a major impediment to effective teaching and learning at the basic education level in Nigeria. The education situation was considered dismal with less than 80 percent of school-age children in school, nearly a quarter of learners repeating grades, about a third not completing primary school, and two-thirds not achieving literacy or numeric proficiency. Schools had inadequate classroom space, inadequate furniture, equipment, and teaching/learning materials; poorly motivated teachers who used ineffective teaching methodologies; inadequate water, health and sanitation facilities; and very limited community involvement in education. Recognizing a change was needed, the Technical Committee on the Child Friendly Schools Initiative (composed of stakeholders from institutions such as the Ministry of Education, UNICEF, UNESCO and Islamic Education Trust) defined the child-friendly schools they were seeking to create as:

> *A place where the learning environment is conducive, the staff are friendly to children, and the health and safety needs of the children are adequately met. Thus, the school, which is community based, takes cognisance of the rights of ALL children, irrespective of gender, religious and ethnic affiliation, physical and mental abilities/disabilities and other cultural dissimilarities.*

The Technical Committee note that their definition drew largely from UNICEF's definition of a child-friendly school and extant literature, and was set within Nigeria's socio-cultural context.

1.3   Nature of the Intervention

The Child Friendly Schools initiative in Nigeria was an outgrowth of Universal Basic Education reform introduced nationally in 1999. To continue the process of transforming education across Nigeria, the UNICEF Nigeria office worked with other key promoters of child friendly schools (e.g., General Abdulsalami Abubakar) to devise a blueprint for the Child Friendly Schools initiative. The primary goal of the initiative was to "[foster] the rights of the Nigerian child to quality basic education in a conducive learning environment" (UNICEF Nigeria, no date). In this blueprint, characteristics of child friendly schools have been adapted and defined specifically for the Nigerian social-cultural context as follows:

1. **Reflects and realises the rights of every child –** cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm, both inside and outside the institution.

2. **Sees and understands the whole child, in a broad context –** is concerned with what happens to children before they enter the system (e.g., their readiness for school in terms of health and nutritional status, social and linguistic skills), and once they have left the classroom – back in their homes, the community, and the workplace.

3. **Is child centred –** encourages participation, creativity, self-esteem, self-confidence, and psycho-social well-being; promotes a structured child-centred, curriculum and teaching-learning methods that are appropriate for the child's developmental level, abilities and learning style; and considers the needs of children over the needs of the other actors in the system.

4. **Is gender sensitive and girl friendly –** promotes parity in the enrolment and achievement of girls and boys; reduces constraints to gender equity and eliminates gender stereotypes; provides facilities; curricula and learning processes are welcoming to girls.

5. **Promotes quality learning outcomes –** encourages children to think critically, ask questions, express their opinions – and learn how to learn; helps children master the essential enabling skills of writing, reading, speaking, listening and mathematics and the general knowledge and skills required for living in the new century – including useful traditional knowledge and the values of peace and democracy, and the acceptance of diversity.

6. **Provides education based on the reality of children's lives –** ensures that curriculum content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community.

7. **Is flexible and responds to diversity –** meets differing circumstances and needs of children (e.g., gender, culture, social class or ability level).

8. **Acts to ensure inclusion, respect and equality of opportunity for all children –** does not stereotype, exclude or discriminate on the basis of difference.

9. **Promotes mental and physical health –** encourages healthy behaviour and practices and guarantees a hygienic, safe, secure and joyful environment.

10. **Provides education that is affordable and accessible –** especially to children and families most at-risk.

11. **Enhances teacher capacity, morale, commitment, and status –** ensures that its teachers have sufficient pre-service training, in-service support and professional development, status and income.

12. **Is family focused –** attempts to work with and strengthen the family and helps children, parents and teachers establish harmonious collaborative partnerships

13. **Is community-based** – strengthens school governance, through a decentralised, community-based approach; encourages parents, local government, community organisations and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and well-being of the children.

14. **Promotes community cohesion.**

The CFS Initiative in Nigeria was set within a programming network that included the Ministry of Education, UNICEF, and other national and international partners. Direct support from UNICEF was provided to 900 schools across Nigeria. The implementation included the establishment of what became known as School Based Management Committees (SBMCs; which included stakeholders from the community as well as the school); the provision of resources such as classrooms and better furnishings for students, latrines, potable water, nutritional support, medical clinics and school libraries; improvements in the reliability of teacher salaries and other supports for teachers; and the development of monitoring and evaluation mechanisms at all levels of the educational system.

1.4   Global Evaluation of CFS

UNICEF contracted with AIR in January 2008 to conduct a global evaluation of the CFS initiative. The evaluation was expected to serve as a baseline assessment to examine the effectiveness of UNICEF's CFS programming efforts in the areas of inclusiveness, pedagogy, architecture and services, participation and governance, and systemic management. The evaluation was also intended to provide some information on the cost of the CFS intervention. The global evaluation was unique in that it:

- Employed site visits by teams – data collection included one- and two-day site visits by teams to approximately 25 schools in two or more regions in each of the six countries, for a total of 150 schools;

- Focused on a range of CFS schools in terms of urban versus rural environments, duration of implementation and demography;

- Employed randomization where feasible for surveys and focus groups conducted with students, teachers and families and for classroom observations;

- Learned directly from students and teachers about how they experienced their schools;

- Balanced sensitivity to local context and analytical uniformity by combining AIR and local site visitors;

- Created and/or tailored 14 instruments and 17 reporting scales to address the needs of the evaluation;

- Employed a Web-based Delphi survey of UNICEF Education Officers to contextualize findings; and

- Drew on AIR's experience with other UNICEF evaluations in areas such as CFS and social and emotional learning to inform this evaluation.

Nigeria was selected as one of the six countries for the global evaluation.

CHAPTER 2 – The Current Evaluation

The purpose of this report is to present an evaluation of the effectiveness of UNICEF CFS intervention efforts within Nigeria. To that end, findings have been organized around the desired characteristics of Child Friendly Schools in Nigeria presented above in section 1.3. For each, we address the extent to which the CFS initiative has been successful in creating these desired characteristics in Nigeria.

The core research questions addressed in this report are as follows:

1. To what extent have Child Friendly Schools in Nigeria created an environment that reflects and realises the rights of every child?

2. To what extent have Child Friendly Schools in Nigeria created an environment that sees and understands the whole child in a broad context?

3. To what extent have Child Friendly Schools in Nigeria created a child-centred environment?

4. To what extent have Child Friendly Schools in Nigeria created a gender-sensitive and girl-friendly environment?

5. To what extent have Child Friendly Schools in Nigeria created an environment that promotes quality learning outcomes?

6. To what extent have Child Friendly Schools in Nigeria created an environment that provides education based on the reality of children's lives

7. To what extent have Child Friendly Schools in Nigeria created an environment that responds to diversity and acts to ensure inclusion, respect, and equality of opportunity for all children?

8. To what extent have Child Friendly Schools in Nigeria created an environment that promotes mental and physical health?

9. To what extent have Child Friendly Schools in Nigeria provided an education that is affordable and accessible?

10. To what extent have Child Friendly Schools in Nigeria created an environment that enhances teacher capacity, morale, commitment, and status?

11. To what extent have Child Friendly Schools in Nigeria created a family-focused environment?

12. To what extent have Child Friendly Schools become community-based?

We will conclude with a section that summarizes themes that emerged in the course of this evaluation and provide recommendations for the future success of CFS initiatives in Nigeria.

2.1   Approach

This country-specific report is based upon data collected for AIR's (2008) global evaluation. The global evaluation utilized mixed methods to describe how CFS models were implemented in multiple contexts (Guyana, Nicaragua, Nigeria, Philippines, South Africa, and Thailand); provided data on the extent to which the key principles of CFS – child-centeredness, inclusiveness and democratic participation – were being realised; and provided a baseline and create tools to monitor future progress. The global evaluation combined quantitative, qualitative and visual data from diverse sources, which permitted the triangulation of data to test the consistency of findings. We have drawn upon extant data from the global evaluation and have undertaken additional analyses to produce this country-specific report for Nigeria.

2.2   Instruments

Multiple assessment tools were developed for the purposes of the global CFS evaluation. These included a student survey (for use in grades 5 and up), teacher survey, school head survey, classroom observation tool, school-wide observation tool (including both indoor and outdoor areas), and interview and focus group protocols to learn more from parents, teachers, school heads, and other key stakeholders.[6] Overall, the tools designed for the global evaluation aligned with the specific focus of Nigeria's CFS efforts.[7] However, there were some areas of focus specific to Nigeria that were not assessed as part of the global evaluation, so we are unable to evaluate them here. These included school readiness among children prior to school entry, the effectiveness of the school curriculum and pedagogy in improving student achievement, the relevance of the curriculum content to students' lives, teacher income and status in the community, and the extent to which the introduction of CFS programming increased community cohesion. Nonetheless, the global evaluation produced a significant amount of data that allow us to comprehensively address specific areas of CFS focus in Nigeria for this report.

2.3   Sample

The scope of this evaluation made it impossible to visit all regions or schools where CFS had been implemented, so AIR worked closely with UNICEF Nigeria to obtain a sample of 25 out of the approximately 900 schools that had received support from the CFS initiative. These schools were selected from across three states that represented the diverse cultural and religious composition of the country, and were selected to represent the range of settings of CFS implementation within each state (for example, schools in both rural and urban areas). Of the 25 sampled schools, three were excluded from analyses: one because it was a model school supported by British Airways and had not participated in CFS interventions (and the model was not scalable), one was inaccessible due to teacher strikes, and one had not actually received CFS support. Therefore our final sample for analysis was composed of the remaining 22 schools.

UNICEF identified 5 schools in Ebonyi State, 7 schools in the Federal Capitol Territory (FCT), and 10 schools in Niger State. Ebonyi State is a rural, agricultural area in the southeast of Nigeria. The population of Ebonyi State is approximately 95 percent Igbo, and is mostly Christian. The FCT was created in 2004 by combining portions of three states. Its main city is the federal capital, Abuja – a planned city that was strategically located in the centre of the country, where it overlaps diverse ethnical and religious regions. The FCT also covers both urban and rural areas. Niger State is located in the western region of Nigeria, and is its largest state. Its main industry is agriculture. The population of Niger State is fairly evenly mixed between Christians and Muslims.

As shown in Table 2 (below), over half the schools in the sample had implemented CFS for at least five years. UNICEF Nigeria had largely discontinued new CFS programming during the two years prior to the evaluation, thus the low number of schools in this sample that had been implementing CFS for two years or fewer.

Table 2 Duration of CFS implementation by state and school type (urban or rural)

	Ebonyi State		FCT		Niger State		Total Nigeria	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
2 years or fewer	0	0	0	0	0	1	0	1
Between 2 and 4 years	0	0	0	1	1	6	0	8
5 or more years	0	5	2	4	0	2	0	13

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[6] Focus groups were also conducted with students in most CFS evaluation countries, but not in Nigeria as this procedure was adopted after the Nigeria site visit was completed.
[7] See the *UNICEF Child Friendly Schools Programming: Global Evaluation Final Report* produced by AIR (2009) for a more complete description of these tools.

A total of 1,818 students participated in the survey. At all schools, students in grades 5 and higher were asked to complete the school climate survey, and the schools visited in Nigeria only served students up to grade 6. Table 3 (below) shows the grade levels of student participants, by state and gender. There were more female than male students participating in Ebonyi State, but the reverse was true in Niger State, while the number of boys and girls were about equal in FCT. These differences were not unexpected due to a tendency for parents to remove boys from school to work more often than girls in the southern regions (such as Ebonyi State), and a lower enrolment of girls in school overall for cultural and religious reasons in the northern regions (such as Niger State).

Table 3 Student school climate survey participant grade levels by state and gender

	Ebonyi State		FCT		Niger State		Total Nigeria	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 5	101	100	148	122	159	249	408	471
Grade 6	122	98	139	155	192	233	453	486
Total Participants	421		564		833		1818	

All teachers at each of the participating schools were asked to take part in the school climate survey. Table 4 shows characteristics of teachers who completed the survey, by state, school type (urban or rural) and years teaching in their current school. Most participating teachers had worked at their school for several years, with rural schools more likely to have newer teachers than urban schools.[8]

Table 4 Teacher survey participants years teaching at school by state and school type

	Ebonyi State		FCT		Niger State		Total Nigeria	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Less than 2 years	0	17	0	34	0	40	0	91
3 to 5 years	0	25	14	14	8	66	22	105
6 to 10 years	0	17	24	12	5	30	29	59
11 to 15 years	0	7	5	1	0	3	5	11
More than 15 years	0	3	0	4	0	2	0	9
Total Participants	69		115		161		345	

Table 5 shows the distribution of male and female teachers across participating states, and shows the number of teachers in each who reported they did or did not live in the community where their school was located. Sixty-one percent of teachers were female, and 65 percent of teachers lived in the community where their school was located. These patterns were similar across all three states. Nearly all teachers taught primary grades exclusively (preschool through grade 6).

Table 5 Teacher residence in community by state and gender

	Ebonyi State		FCT		Niger State		Total Nigeria	
Live in school community?	Female	Male	Female	Male	Female	Male	Female	Male
Yes	19	28	46	24	66	41	131	93
No	11	12	34	12	36	17	81	41

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[8] Years teaching at school M = 2.06, SD = 1.00 for rural schools; M = 2.36, SD = .89 for urban schools; t(343) = –2.26, $p < .05$

Most of the school heads who participated in this evaluation were relatively new to that role in their respective schools (Table 6). There were no statistically significant differences between urban and rural schools with regard to how many years their school head had served in that position at that school.[9]

Table 6 School head time in position at current school by state and school type

	Ebonyi State		FCT		Niger State		Total Nigeria	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Less than 2 years	0	1	0	2	1	4	1	7
3 to 5 years	0	2	2	3	0	3	2	8
6 to 10 years	0	1	0	0	0	1	0	2
11 years or more	0	1	0	0	0	0	0	1
Total Participants	5		7		9		21	

As shown in Table 7, school heads were fairly evenly split as to whether they also had teaching duties at their school. The low number of urban schools does not allow us to make comparisons of dual roles by school heads based on school type (urban or rural).

Table 7 Dual role of school head by state and school type

	Ebonyi State		FCT		Niger State		Total Nigeria	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Also currently teach at this school	0	3	1	1	0	4	1	8
Do not also currently teach at this school	0	2	1	4	1	4	2	10

Forty-three percent of school heads reported that they resided in the community where their school was located, although this pattern varied between states (Table 8). Nineteen percent of school heads were female – a low proportion considering that 65 percent of teachers were female (see Table 5 above).

Table 8 School head residence in community by state and gender

	Ebonyi State		FCT		Niger State		Total Nigeria	
Live in school community?	Female	Male	Female	Male	Female	Male	Female	Male
Yes	1	2	2	0	0	4	3	6
No	0	2	1	4	0	5	1	11

Individual interviews were conducted with key informants from the Ministry of Education and related government offices, and other multilateral and bilateral donors that UNICEF/Nigeria had identified as linked to the CFS initiative or involved in complementary efforts to improve education in Nigeria. These included the Federal Ministry of Education; the National Institute for Educational Planning and Administration; the Federal Development Capital Authority; the former Military President and former Commander-in-Chief of the Nigerian Armed Forces; the Executive Governor of Kano State; the World Bank; UNESCO; and Japan International Cooperation Agency. UNICEF organized the one-on-one or small-group interviews with these key informants. Interview questions were tailored to the area of expertise and involvement of the respondent(s). All meetings were attended by the AIR site visitors.

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[9] Years as school head at school M = 1.67, SD = .58 for urban schools; M = 1.83, SD = .86 for rural schools; $t(19)$ = .32, *ns*

2.4   Data Collection

Field data collection took place from June 10 through June 28, 2008. The evaluation team consisted of five local data collectors who were highly experienced in education and program evaluation within Nigeria, and two evaluators from AIR . Data collectors were trained in person by AIR staff to ensure a consistent and comprehensive approach to completing the evaluation. The training agenda consisted of an explanation of the program (provided by UNICEF), a description of and rationale for the evaluation, review and final adaptation of instruments, review of the site visit protocol, and review of the data collection schedule. The evaluators also ensured that local data collectors were well informed regarding proper procedures for the protection of human subjects.

There were two types of site visits: regular and intensive. The regular visits included collecting data from school records data; school and classroom observations; the student, teacher and school head surveys; and the short form of the school head interview. The intensive site visits also included the collecting teacher and parent focus group data, and conducting an extended school head interview. Originally, half the schools were randomly selected to receive intensive site visits. However, a couple of days into the data collection, the team realized the intensive visits could be completed within one day and all schools thereafter received the intensive site visit protocol. Data collectors were organized into two teams. The two evaluators accompanied a different local data collector team each day for visits in Ebonyi State, and on some visits within the FCT.

In each school, the school head was asked to complete a survey, provide school record information, and complete an individual interview. The interview was typically completed last because it gave the opportunity for data collectors to observe the school and get to know its teachers and students, allowing more context-specific questions to be asked in the interview.[10]

All teachers at each school were invited to take part in the teacher survey.[11] Teachers in most schools were also interviewed in focus groups of 2 to 8 individuals. Teachers were usually selected by the school head asking another staff member to invite teachers who were able to leave their class to participate.

As mentioned above, all students in grades 5 and 6 in each school were invited to take the school climate survey. Students were first provided with guidance on how to complete a survey form. Because the survey was written in English only and many students had limited English proficiency, a data collector or teacher orally translated each survey question into the local language (Igbo, Hausa or Yoruba) for the students and gave them an opportunity to record their answer on their survey sheets. Translation was spontaneous rather than based on a written script, and the translator was instructed to read the survey items verbatim without adding information (such as examples) or altering items in any way that could change the meaning of the question.[12]

At each school, an evaluation team member completed a school observation form to assess conditions both inside and outside of school buildings.[13] Classrooms were randomly selected for observation, and data collectors observed classes for approximately 15 minutes while completing the Classroom Observation form.[14]

Participants for parent focus groups were selected using a convenience sampling technique wherein the school head gathered those parents that were closest in proximity to the school and available for interviewing or the village chief was contacted and he gathered available parents. Both men and women attended, and participants included grandparents and others from the community, as well. Note that this select group of parents may perceive the school differently than those who lived at a greater distance

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[10] See Appendix B for a copy of the school head survey questions and response frequencies.
[11] See Appendix C for a list of teacher school climate survey questions and response frequencies.
[12] See Appendix D for a list of student school climate survey questions and response frequencies.
[13] See Appendix E for school observation questions and response frequencies.
[14] See Appendix F for a list of classroom observation items assessed and response frequencies.

from the school and were inaccessible on the day of the visit. Focus groups included anywhere from about 5 to 30 participants and typically lasted approximately 45 to 60 minutes.

All data collectors had access to digital voice recorders to record all interviews and focus groups to ensure that participant views and quotes were captured accurately. Tapes were transcribed for analysis. Daily debriefings among the entire data collection team proved to be a useful way to share experiences and best practices, and to address questions or concerns among the data collectors.

2.5   Limitations

This evaluation had several limitations. First, due to constraints of time and resources, it was not possible to visit a representative sample of all schools in Nigeria that had been involved in CFS programming as this would have involved travel to more than the three states we were able to visit for this evaluation. Second, we were unable to visit schools where CFS had not implemented, so we were not able to compare schools with CFS programming to "business as usual" in Nigeria. Third, because CFS programming had already been implemented prior to the evaluation, we were limited in our ability to identify what had changed at the school as the result of CFS interventions. Some respondents spontaneously talked about how things had changed in their schools, but this information was not gathered systematically, was not triangulated with other sources of information, and relied on selective recall by participants. And finally, because CFS programming was implemented based on a strategic selection of states needing particular educational support, we cannot be sure that CFS programming would lead to the same results if it were expanded into other schools that had previously not been selected for special support. These issues should be taken into account when interpreting findings from this evaluation.

CHAPTER 3 – Findings: The State of Child Friendly Schools in Nigeria

In this chapter, we examine how well Nigeria achieved its goal of developing schools that are child friendly based on the 14 characteristics described in the Nigeria's CFS blueprint. For each of the research questions, we present the indicators associated with focal areas presented in Nigeria's CFS blueprint document. Focal areas are addressed in this report to the extent that they were assessed as a part of the global evaluation. For each subsection of this chapter, we address one key research question associated with a focal area or areas by drawing upon data from surveys, focus groups, and direct observation at schools. Student disengagement from school is a significant issue in Nigeria, so where feasible and relevant, we examined relationships between characteristics of schools and student academic engagement.

3.1 An Environment that Reflects and Realises the Rights of Every Child

The Nigeria CFS blueprint describes the ideal school environment as one that reflects and realizes the rights of every child and "cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects children from abuse and harm, both inside and outside the institution." This section focuses on the extent to which children's rights were respected in schools, and the extent to which schools took steps to ensure that students were protected in the community.

3.1.1 Students' rights are respected in school

Ninety-one percent of teachers (n = 317) reported that their school placed a high value on understanding and respecting children's rights (with 94 percent, n = 66 in Ebonyi State; 92 percent, n = 107 in the FCT; 89 percent, n = 144 in Niger State). Students gave less uniformly positive responses, with 83 percent (n = 1,456) reporting that their school placed a high value on understanding and respecting children's rights (with 89 percent, n = 389 in Ebonyi State; 76 percent, n = 363 in the FCT; 83 percent, n = 704 in Niger State). We did not find significant differences between male and female students with regard to this item overall or within any of the three states.[15]

Seventy-seven percent of students (n = 1,361) strongly affirmed that their teachers treated them with respect (with 79 percent in Ebonyi State; 78 percent in the FCT; 76 percent in Niger State).

Table 9 Student level of agreement on school's respect for children's rights (percentages)

Level of Agreement	Ebonyi State	FCT	Niger State	Total Nigeria
Not at all true	8	14	13	12
A little bit true	3	10	4	5
Mostly true	12	13	10	12
Very true	77	63	73	71

There were no significant differences between male and female students overall, or at the state level with regard to the level of respect they felt they received from teachers.[16] Thirty percent of students (n = 1,231) reported that teachers at their school said unkind things to students (with 30 percent, n = 131 in Ebonyi State; 35 percent, n = 166 in the FCT; 28 percent, n = 237 in Niger State). Thirty percent of students (n = 537) indicated that sometimes they did not want to come to school because of how they were treated by their teachers. This situation was especially prevalent in Ebonyi State, where 44 percent of students (n = 192) reported this concern (compared with 30 percent, n = 145 in the FCT; 24 percent, n = 200 in Niger State). Seventy-three percent of school heads (n = 16) reported that their school had procedures in

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[15] $t(1,751) = 1.41$, *ns* overall; $t(428) = 1.08$, *ns* in Ebonyi State; $t(474) = -.14$, *ns* in the FCT; $t(845) = 1.46$, *ns* in Niger State

[16] $t(1,751) = .07$, *ns* overall; $t(428) = .55$, *ns* in Ebonyi State; $t(474) = -.19$, *ns* in the FCT; $t(845) = .18$, *ns* in Niger State

place for students to report instances of bullying, harassment or harm from teachers without fear (with 60 percent, n = 3 in Ebonyi State; 57 percent, n = 4 in the FCT; 90 percent, n = 9 in Niger State). See section 3.8 for a more in-depth discussion about the provision of a respectful climate for all types of students at school.

In the course of focus groups, some teachers discussed efforts to incorporate child-friendly methods of discipline at their school, saying things like,

> *[At this school], we use counselling to discipline children rather than using corporal punishment* (Teachers 3), and *No corporal punishment has been inflicted on any of the pupils. The teachers have been doing their best to make the school child friendly. The rapport between the teachers and pupils have been very cordial.* (Teachers 10)

Although corporal punishment is prohibited in Nigerian schools and no corporal punishment was witnessed by data collectors, teachers were observed to have canes on hand in a number of classrooms. Although school heads were not asked about corporal punishment, one school head spontaneously mentioned that corporal punishment was still an issue in schools.

Overall, most students and teachers reported that their school placed a high value on respecting children's rights, but the picture was mixed in terms of teachers actually respecting the rights of the students in their care. Most students felt that their teachers treated them with respect, but one in three reported that their teachers said unkind things to students, and one in three reported that they sometimes did not want to come to school because of how teachers treated them. Although prohibited, corporal punishment of students was an ongoing practice in some schools.

3.1.2 The school takes steps to ensure that students are protected in the community

Twenty-eight percent of students (n = 486) reported that they did not feel safe walking to and from school (with 21 percent, n = 91 in Ebonyi State; 31 percent, n = 146 in the FCT; 29 percent, n = 249 in Niger State). We did not find any significant differences between feelings of safety among male versus female students overall, or within any of the three states.[17] Except for one school head (in Ebonyi State) all school heads reported that their staff was able to teach students how to protect themselves from risks in the community. And 82 percent of school heads (n = 18) reported that staff from their school talked with families about child labour and children's rights (with 80 percent, n = 4 in Ebonyi State; 86 percent, n = 6 in the FCT; 80 percent, n = 8 in Niger State).

3.1.3 Section Summary: An Environment that Reflects and Realises the Rights of Every Child

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created an environment that reflects and realises the rights of every child. We focused on two areas: the extent to which children's rights were respected in school, and the extent to which schools took steps to ensure that students were protected in the community. The overwhelming majority of teachers felt that their school placed a high value on understanding and respecting children's rights, and most students agreed. However, one in three students reported that teachers in their school said unkind things to students, and one in three reported that sometimes they did not want to come to school because of how teachers treated them. Students and teachers may have focused on some areas of children's rights (e.g., child labour) but not extended this concept to the respectful treatment of students at school. Ninety percent of schools in Niger State had formal procedures in place for students to report instances of bullying, harassment or harm from teachers without fear, but this figure was much lower elsewhere. At most schools, students were taught how to protect themselves from risks in their community, and the school took steps to inform parents and community members about child labour and children's rights.

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[17] $t(1,751) = .36$, *ns* overall; $t(428) = -1.38$, *ns* in Ebonyi State; $t(474) = 1.70$, *ns* in the FCT; $t(845) = .40$, *ns* in Niger State

3.2 An Environment that Sees and Understands the Whole Child

The Nigeria CFS blueprint describes an environment that understands the whole child as one that "*is concerned with what happens to children before they enter the system (e.g., their readiness for school in terms of health and nutritional status, social and linguistic skills), and once they have left the classroom – back in their homes, the community, and the workplace.*" School readiness was not addressed in the global evaluation, nor was there follow-up with children who had left school. But we were able to obtain at least some information on school support for children's physical and mental health in schools through prevention and intervention in section 3.8. In the areas of student nutrition and social and emotional learning, we address both awareness and intervention in this section.

3.2.1 Students are in good physical health

The majority of participating teachers expressed concern regarding student health, with 61 percent (n = 213) indicating that health issues kept students at their school from learning as much as they should (with 56 percent, n = 39 in Ebonyi State; 47 percent, n = 54 in the FCT; 74 percent, n = 120 in Niger State). Respondents provided little information with regard to student health in the course of interviews and focus groups.

3.2.2 Students have adequate nutrition

Student nutrition was also a significant area of concern across stakeholder groups. Forty-seven percent of students (n = 835) reported that they were sometimes too hungry to pay attention in school (with 57 percent, n = 247 in Ebonyi State; 45 percent, n = 215 in the FCT; 44 percent, n = 373 in Niger State). Teachers also expressed substantial concern regarding student nutrition, with 54 percent (n = 187) believing that inadequate nutrition kept students from learning as much as they should at their school (with 57 percent, n = 40 in Ebonyi State; 52 percent, n = 60 in the FCT; 52 percent, n = 84 in Niger State.

Although 36 percent of school heads indicated that their school used height/weight screening to identify malnourished children (n = 8; with 20 percent, n = 1 in Ebonyi State; 57 percent, n = 4 in the FCT; 30 percent, n = 3 in Niger State), only 27 percent (n = 6) had a feeding program to address the issue overall (with none in Ebonyi State; 57 percent, n = 4 in the FCT; 20 percent, n = 2 in Niger State). Twenty-three percent of schools (n = 5) were able to provide micronutrient supplements to students who needed them (with 20 percent, n = 1 in Ebonyi State; 29 percent, n = 2 in the FCT; 20 percent, n = 2 in Niger State), and 41 percent (n = 9) were able to provide de-worming treatment of parasitic infections (with 40 percent, n = 2 in Ebonyi State; 71 percent, n = 5 in the FCT; 20 percent, n = 2 in Niger State).

During the site visits, data collectors learned from school staff that some schools had had feeding programs in the past, but that escalations in food prices had forced them to discontinue nutritional support for students. Students did not typically bring food from home. This issue was of particular concern in the case of early childhood classrooms, where children as young as age three spent a full day in school without any food. Some school-aged children were observed to have low body weight or symptoms of kwashiorkor (e.g., distended stomachs, red-tinged hair), as shown in Photograph 1 (below). Although school heads and others discussed increasing awareness of the importance of good nutrition, it seemed that schools had few resources available to provide nutritional support for students.

Photograph 1 Children with Symptoms of Malnutrition

3.2.3 Students have good social and emotional skills

We asked students to respond to two survey questions regarding the social and emotional skills of their peers at school: *Students at this school know how to disagree without starting a fight or an argument* and *Students at this school think it is okay to fight someone who insults them.* According to 35 percent of students (n = 655), their peers at school did not know how to disagree without starting a fight or argument (with 21 percent, n = 91 in Ebonyi State; 36 percent, n = 171 in the FCT; 42 percent, n = 360 in Niger State). Male and female students gave nearly identical responses to this item.[18] Retaliation for perceived disrespect among students also seemed to be an issue at some schools because 31 percent of students (n = 554) reported that it students at their school felt that it was acceptable to start a fight in response to an insult (with 42 percent, n = 183 in Ebonyi State; 25 percent, n = 121 in the FCT; 29 percent, n = 250 in Niger State). There were no significant differences between the responses of male and female students.[19] And the greater a student's level of agreement that insults led to fights at his or her school, the more likely that student was to report that they sometimes stayed home from school because of concerns about personal safety.[20] Social emotional learning or related issues such as student mental health or peer climate were not topics of conversation among teachers, school heads or parents in the course of the evaluation.

3.2.4 Section summary: An environment that sees and understands the whole child

In this section, we sought to uncover the extent to which Child Friendly Schools in Nigeria have created an environment that sees and understands the whole child in a broad context. We focused on three areas: student physical health, student nutrition, and student social and emotional learning. There seemed to be a high level of awareness about the importance of good health and nutrition for students, but a significant proportion of students had health issues and/or inadequate nutrition. Few schools had feeding programs, and most had not leveraged outside community resources to address inadequate nutrition among students.

Student social and emotional learning also seemed to be an issue at many schools, with students reporting aggressive responses from their peers in the face of conflicting views or perceived insults. The more strongly a student felt that perceived insults led to fights at their school, the more likely that student was to report having been truant from school out of concern for their safety. There was little or no discussion of student social and emotional learning or related issues such as student mental health during stakeholder interviews and focus groups, hence this may be an area for UNICEF and/or the Ministry of Education to consider focusing on in the future. Other research has demonstrated a significant relationship between the provision of a school environment with good conditions for learning (including a climate where students feel safe) and children's mental health (Osher, 2007). Therefore, the promotion of student social and emotional learning might be considered as an area of focus for UNICEF and/or the Ministry of Education in Nigeria in the future[21].

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[18] $t(1,751) = .71$, *ns*
[19] $t(1,751) = - .24$, *ns*
[20] $r = .21$, $p < .001$
[21] See section 3.8 for a discussion of the promotion of student mental and physical health in schools.

3.3   An Environment that Is Child Centred

A child-centred environment is a cornerstone of UNICEF CFS programming globally, and has been a focus in Nigeria. The Nigeria CFS blueprint describes a child-centred environment as one that:

> *Encourages participation, creativity, self-esteem, self-confidence, and psycho-social well-being; promotes a structured child-centred curriculum and teaching-learning methods are appropriate for the child's developmental level, abilities and learning style; and considers the needs of the children over the needs of other actors in the system.*

In this section, we address the use of student-centred pedagogies, the extent to which students and teachers believed that decisions at the school were based on what was best for students, and the extent to which classrooms provided a physical environment that was conducive to learning. Note that student social and emotional learning has been addressed above in section 3.2.3, the extent to which teachers encourage participation and debate in class is addressed below in section 3.5.2, and the extent to which teachers take steps to meet the need of individual learners is addressed below in section 3.6.

3.3.1   Teachers use student-centred pedagogy

To examine the use of student-centred pedagogy, we asked teachers about their beliefs and we also observed what they actually did in classrooms. Only 32 percent of teachers (n = 112) did not believe that classroom learning was most effective when based primarily on lectures, with students responding when called on. This non-student-centred attitude was more prevalent in Ebonyi State (46 percent, n = 32) than in Niger State (24 percent, n = 39) or the FCT (35 percent, n = 41). Ninety-three percent of teachers in the FCT (n = 14) and 86 percent in Niger State (n = 12) were observed moving around the classroom while students were working to provide support and guidance rather than just standing or sitting in one part of the room, but only 29 percent of teachers in Ebonyi State (n = 2) were observed to do so.

Seventy-two percent teachers (n = 28) interacted with students in a respectful manner during class (with 75 percent, n = 6 in Ebonyi State; 60 percent, n = 9 in the FCT; 81 percent, n = 13 in Niger State), and none were observed to be highly disrespectful. And 76 percent of teachers (n = 29) used positive methods to manage student behaviour (with 75 percent, n = 6 in Ebonyi State; 67 percent, n = 10 in the FCT; 87 percent, n = 13 in Niger State). Only one teacher was observed to use clearly negative methods to manage behaviour (saying things to students like, "*Are you hard of hearing? Close your books!*"). However, the observed presence of canes at some schools may have acted as an implied threat to students (see section 3.1 for a discussion on the use of corporal punishment in schools).

3.3.2   Decisions are made based on the best interests of students

We asked both teachers and students whether decisions at their school were made in the best interests of students. Teachers were more likely to agree that decisions were made in the best interests of students than the students were themselves. In Ebonyi State, 93 percent of teachers (n = 65) and 82 percent of students (n = 357) indicated that at their school, decisions were made based on what was best for students. In the FCT, 92 percent of teachers (n = 107) and 85 percent of students (n = 404) indicated that this was true, and this figure was 93 percent of teachers (n = 150) and 81 percent of students (n = 692) in Niger State (n = 150). Students who planned to drop out of school by the next school year gave significantly lower ratings for this item when compared with students who planned to continue their enrolment.[22] We did not find statistically significant differences in student responses based on student gender.[23] One group of parent gave an example of how their community school had become focused on the interests of students, saying, "*The teachers have taken their work most [seriously] now. [Before], they used to take their pupil[s] to their own farms to work. This has ceased in the school*" (Parents 17).

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[22] $t(1,751) = .56$, *ns*
[23] $t(120.9) = 3.16$, $p < .01$

Photograph 2 Typical Nigerian CFS Classroom

3.3.3 Classrooms provide a physical environment conducive to learning

As part of the global evaluation, we assessed the degree to which classrooms had a physical environment that was conducive to learning, with adequate seating, work space, light and ventilation for each student, a blackboard that could be seen by all, and protection from the elements. Most classrooms in Nigeria met students' basic needs in these areas, but classrooms often lacked the pictures, murals, rugs, painted furniture and walls, etc. that brightened up classrooms in the other countries that participated in this evaluation. Classroom furnishings such as student benches and shelving were in poor repair in many classrooms, although they were still useable. See Photograph 2 (left) for an example of a typical Nigerian classroom.

Classroom conditions varied substantially across regions. Students each had a chair or bench to sit on in 76 percent of classrooms (n = 29; with 67 percent in Ebonyi State; n = 6; 86 percent, n = 12 in the FCT; 73 percent, n = 11 in Niger State). Students each had sufficient space to work in 66 percent of classrooms (n = 27; with 33 percent, n = 3 in Ebonyi State; 67 percent, n = 10 in the FCT; 82 percent, n = 14 in Niger State). See Photograph 3 (below) for an example of an overcrowded early childhood classroom with few seats and no work space for students. Lighting was a significant issue in Ebonyi State, where few schools generally did not have electricity and only one classroom was observed to have adequate lighting for students to work. This was also somewhat of an issue in the FCT, where 67 percent had adequate lighting (n = 10), but rarely an issue in Niger State, where only one school did not have completely adequate lighting. Eighty percent of classrooms (n = 33) had adequate ventilation (with 56 percent, n = 5 in Ebonyi State; 87 percent, n = 13 in the FCT; 88 percent, n = 15 in Niger State).

Photograph 3 Early Childhood Classroom without Adequate Seating or Work Space

All classrooms observed had some kind of blackboard, although this sometimes consisted of a section of black paint on the wall rather than a true blackboard (see Photograph 4 below). A lack of furniture and other infrastructure was a concern among many stakeholders:

"*Some classrooms [in this school] have no furniture. Students are sitting on the ground in class*" (Parents 19); "*There [are] inadequate funds to maintain the facilities – electricity generating plant, purchase of up-to-date text books, disinfectants. We have broken chairs and furniture*" (Teachers 7); and "*A barrier to providing a child-friendly school is insufficient teacher furniture* (School Head 8).

Photograph 4 Common Type of Blackboard

Students and staff were fully protected from the elements in 80 percent of classrooms (n = 33; with 67 percent, n = 6 in Ebonyi State; 80 percent, n = 12 in the FCT; 88 percent, n = 15 in Niger State). Classrooms generally had solid walls and adequate roofing. Classrooms were mixed as to whether they had dirt or cement floors. Note that in a few schools, classrooms had been abandoned or never used due to shoddy or incomplete construction.

3.3.4   Section summary: An environment that is child centred

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created a child-centred environment. We focused on the use of student-centred pedagogies, the extent to which students and teachers believed that decisions at the school were based on what was best for students, and the extent to which classrooms provided a physical environment that was conducive to learning. In most schools, at least some effort had been made to provide a student-centred environment. Most teachers still believed that lectures were the best way to teach students, but most also spent at least some time walking around the classroom to see how students were progressing in their work and to offer assistance (although this was not equally true in all regions). Although most teachers were observed to address students in a respectful manner and used positive methods to manage student behaviour, as noted above in section 3.1.1, about one in three students reported that teachers said unkind things to students, and some teachers were observed to have canes in their classrooms (an implied threat at minimum).

Students and teachers generally felt that decisions at their school were made based on what was best for students, and students who felt that decisions were made in their interests were less likely to plan to leave school within the next year compared with students who did not feel that the school leadership worked in their interests. Although few classrooms provided an attractive, well-furnished environment for students, most provided students with adequate seating, work space, light, ventilation, and protection from the elements. A lack of electricity seemed to contribute to poor lighting in some rural classrooms. The lack of adequate furnishings was a concern voiced by school heads, teachers and parents alike.

3.4   An Environment that Is Gender Sensitive and Girl Friendly

The promotion of a gender-sensitive and girl-friendly school environment is a central feature of CFS efforts globally, as well as efforts within Nigeria. The Nigeria CFS blueprint describes a gender-sensitive and girl-friendly environment as one that "*promotes parity in enrolment and achievement of girls and boys; reduces constraints to gender equity and eliminates gender stereotypes; and provides facilities; curricula and learning processes friendly to girls*." Because of cultural differences, some regions of Nigeria face greater challenges in achieving parity of enrolment and a positive school climate for girls than others. In this section, we address enrolment, attendance, class participation, and student and teacher perceptions of equal expectations and opportunities for girls to excel in school. We conclude with a brief summary of key findings in this area.

3.4.1   Schools have parity of enrolment and attendance between boys and girls

Student enrolment and attendance were captured in the course of classroom observations, and students were also asked two survey questions regarding attendance: how often they had been truant from school, and how often they had missed school in order to work or to assist at home. Girls and boys had nearly equal enrolment (less than one percent difference) across the full sample. However, there were

differences in enrolment and attendance of boys versus girls within each of the three states that participated in this evaluation – sometimes in favour of boys, sometimes in favour of girls. And when we asked students about how frequently they were truant or missed school to work or to help out at home, we could only ask this question of the students who were physically in class at the time of the survey – therefore likely underestimating the occurrence of these absences because students who missed school on the day of the visit for these reasons would not have completed the survey. Teachers from several schools noted that there was a high rate of student absence on market days, but did not address whether these absences were more prevalent for boys or girls.

In Ebonyi State, 1.19 girls were enrolled for every boy, but nearly every boy enrolled was observed to be present in class whereas only 60 percent of the enrolled girls were present. When asked how often they had missed school within the past year without permission from the school or from their family, 16 percent of girls and 14 percent of boys reported that they had been truant once per month or more. And 12 percent of girls and nine percent of boys indicated that they had to miss 16 or more days of school within the last year in order to work or to help out at home. These gender differences were not statistically significant.[24]

In the FCT, 1.07 girls were enrolled for every boy. Eighty-one percent of enrolled boys were observed to be present, but only 73 percent of girls. Girls in the FCT reported significantly higher levels of truancy than boys, with 18 percent of girls reporting that they missed school without permission from the school or from their family once a month or more, versus only 10 percent of boys.[25] Seven percent of girls and eight percent of boys reported that they had to miss 16 or more days of school within the last year in order to work or to help out at home. However, again, these differences were not statistically significant.[26]

The situation was reversed in Niger State, with only 0.86 girls enrolled for every boy. Enrolled boys had an attendance rate of 76 percent, and enrolled girls a slightly higher rate of 79 percent. When asked how often they had missed school within the past year without permission from the school or from their families, seven percent of girls and nine percent of boys reported that they had been truant once per month or more. And 10 percent of girls and 10 percent of boys indicated that they had to miss 16 or more days of school within the last year in order to work or to help out at home. These differences between boys and girls were not statistically significant.[27]

3.4.2   Schools provide a girl-friendly environment that encourages their participation and success

All school heads reported that at their school, boys and girls were equally permitted and encouraged to participate in school activities, to participate in academic classes, and to participate in physical activities. Teachers and parents also made very positive statements about the equal treatment of boys and girls at their school, saying things like,

> *Teachers do not discriminate, but treat all pupils equally irrespective of gender, [all] children are encouraged to learn and come to school all the time* (Teachers 18); *Boys and girls are given equal opportunities in the classroom and in other school activities* (Parents 2); and *Girls are given equal opportunities for education as the boys and this reflects in the classroom and in other activities* (Parents 16).

We looked to student surveys to discern whether students themselves felt that boys and girls were given equal treatment and encouragement at their school. Seventy-two percent of students (n = 1,279) indicated that boys and girls had equal opportunities to succeed at their school (with 78 percent, n = 340 in Ebonyi State; 63 percent, n = 302 in the FCT; 66 percent, n = 637 in Niger State). We did not find any

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[24] $t(421) = -1.06$, *ns* for truancy; $t(423) = -.83$, *ns* for missing school to work or help out at home
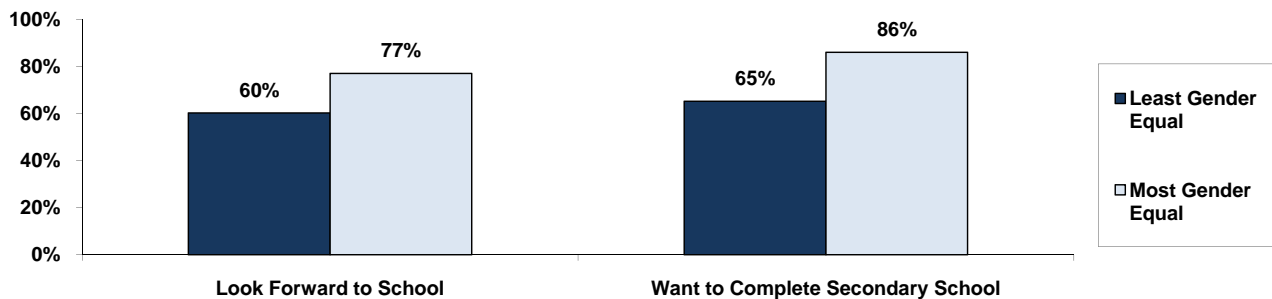[25] $t(470.6) = -2.81$, $p < .01$
[26] $t(474) = .02$, *ns*
[27] $t(776.2) = 1.72$, *ns* for truancy; $t(832) = .87$, *ns* for missing school to work or help out at home

significant differences of opinion between boys and girls for this item.[28] Among students who did not agree, we were unable to discern from any of our data sources whether respondents felt that boys had better opportunities, girls had better opportunities, or whether there were mixed opinions on the perceived disparity.

We also did not find significant differences between boys and girls in response to the survey item *Teachers at this school are interested in what students like me have to say.*[29] However, within Niger State, boys gave significantly more positive responses than girls to the item *Teachers at this school expect students like me to succeed in life.*[30] These differences were not observed within Ebonyi State or the FCT.[31] Classroom observation showed a high level of equal treatment for boys and girls. In 90 percent of classrooms (n = 34), boys and girls generally received equal time and attention from the teacher (with 63 percent, n = 5 in Ebonyi State; 93 percent, n = 14 in the FCT; 100 percent, n = 15 in Niger State). Patterns of results were similar for the classroom observation item *The teachers shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty)*, with data collectors reporting that this was very true in 87 percent of classrooms (n = 32; with 63 percent, n = 5 in Ebonyi State; 87 percent, n = 13 in the FCT; 100 percent, n = 14 in Niger State). Where data collectors reported that it was only somewhat true that boys and girls got equal attention from the teacher, or only somewhat true that the teacher had equally high expectations for them, it was unclear whether the situation favoured boys, favoured girls, or was mixed across classrooms or across schools.

To determine whether there was any relationship between student perceptions of gender equality and girls' academic engagement, we looked at whether the provision of an environment where both boys and girls had equal opportunities to succeed had any relationship with girls' academic engagement in two areas: the individual student wanting to come to school in the first place (captured by the student survey item *I look forward to coming to school*), and the desire of the individual student to remain engaged in his or her education (captured by the item *I want to complete secondary school).* We selected the six schools where students (both boys and girls) had expressed the highest level of agreement with the student survey item *Both boys and girls have equal opportunities to succeed at this school* (the *most gender equal* schools) and compared the academic engagement among girls who attended those schools with girls from the six schools with the lowest levels of agreement (the *least gender equal* schools). The *most gender equal* and the *least gender equal* schools were relatively evenly distributed across the three participating states. As shown in Figure 2, girls who attend the *most gender equal* schools were significantly more likely to report that it was very true that they looked forward to coming to school and that they wanted to complete secondary school when compared with girls who attended the *least gender equal* schools.[32]

Figure 2 An Environment of Gender Equality and Academic Engagement Among Girls

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[28] $t(1{,}751)$ = .17, *ns* overall; $t(428)$ = .51, *ns* in Ebonyi State; $t(474)$ = − .69, *ns* in the FCT; $t(845)$ = .16, *ns* in Niger State

[29] $t(1{,}751)$ = − .68, *ns* overall; $t(428)$ = − .03, *ns* in Ebonyi State; $t(474)$ = − .69, *ns* in the FCT; $t(845)$ = .07, *ns* in Niger State

[30] $t(707.7)$ = 2.02, $p < .05$

[31] $t(428)$ = − .46, *ns* in Ebonyi State; $t(460.6)$ = − 1.35, *ns* in the FCT

[32] $t(414.9)$ = −4.34, $p < .001$ for *I look forward to coming to school*; $t(425.8)$ = −5.65, $p < .001$ for *I want to complete secondary school*

Focus groups with teachers and parents indicated that even when schools provided female students with equal opportunities and held high expectations for them, the long-term academic success of girls was often hampered by early marriage and early childbearing. Seventy-seven percent of school heads (n = 17) reported that pregnant and parenting students were not permitted to attend their school (with 80 percent, n = 4 in Ebonyi State; 86 percent, n = 6 in the FCT; 70 percent, n = 7 in Niger State). The prevalence of early marriage in many communities means that a ban on pregnant and parenting girls in schools can significantly impact girls' educational outcomes. One school head summed up the issue this way:

> *Girls are given equal opportunity as the boys. But parents agree to widespread early marriage and teenage pregnancy. Thus girls do not seem to have equal opportunity as the boys because of the early marriage issue* (School Head 12); and, *One of the barriers is early child marriage of the girl child* (School Head 25).

Parents agreed that early marriage and childbearing hampered girls' education, saying, "*One major problem against girls going to school is early marriage, which is encouraged by parents*" *(*Parents 19) and, "*Some girls do get pregnant while in school and that leads to early marriage and termination of the education of such girls*" (Parents 10). However, parents from several communities described efforts schools and communities were making to address the problem, saying things like, "*The community has programs to get the girl back to school after delivering the child*" (Parents 10); and, "*The parents usually organize counselling in moral instructions lessons and speech by a qualified doctor to advise the girls, [which has] lead to reduced teenage-child pregnancy*" (Parents 4). Another parent stated, "*There is a law in the SUBEP [State Universal Basic Education Programme – the state-level educational authorities] that pupils who are pregnant must return to school after weaning their babies*" (Parents 6).

3.4.3   Section summary: An environment that is gender sensitive and girl friendly

In this section, we sought to uncover the extent to which Child Friendly Schools in Nigeria have created a gender-sensitive and girl-friendly environment. We focused on parity of enrolment and attendance among boys and girls, and on the provision of a girl-friendly environment at schools that encourages participation and success among girls. Enrolment was essentially equal between boys and girls overall, but at the state level we found substantially more girls enrolled than boys in Ebonyi State, a slightly higher enrolment among girls in the FCT, and a higher enrolment rate among boys in Niger State. These differences may be due to diverse religious and cultural practices across the three states. Among enrolled students, girls tended to have a lower attendance rate than boys.

Across all states, stakeholders had a high level of agreement that girls and boys should receive and did receive equal opportunities and encouragement at school, although many thought that the common practice of early marriage and early childbearing had a negative impact on girls' educational opportunities (presumably more in the upper grades than in the primary grades evaluated here). Most students reported that boys and girls had equal opportunities to succeed at school. There were no significant differences between boys and girls to the survey items *Teachers are interested in what students like me have to say* and *Teachers expect students like me to succeed in life* across the full sample. However, within Niger State, boys were significantly more likely to indicate that teachers expected them to succeed than girls. Among schools that provided the most gender-equal environment, girls were significantly more likely to report that they looked forward to coming to school and that they wanted to complete secondary school when compared with girls from the least gender-equal environments.

3.5   An Environment that Promotes Quality Learning Outcomes

The UNICEF CFS initiative has focused on changing conditions in schools in the belief that an improved school climate, improved pedagogy and better school facilities will lead to better outcomes for students. Therefore, the global evaluation did not focus directly on student outcomes in particular subject areas, but did focus on whether schools had provided an environment conducive to improved outcomes. The Nigeria CFS blueprint describes an environment that promotes quality learning outcomes as one that:

> *Encourages children to think critically, ask questions, express their opinions – and learn how to learn; helps children to master the essentials enabling skills of writing, reading, speaking, listening and mathematics, and the general knowledge and skills required for living in the new century – including useful traditional knowledge and the values of peace, democracy and the acceptance of diversity.*

In this section, we address whether teachers encouraged students to develop higher-order thinking skills, and the extent to which students were encouraged to ask questions and express opinions in class. See section 3.3.1 above regarding the extent to which teachers encouraged students to engage in debate and discussion in class. We were not able to address the extent to which teachers were helping students to master particular academic skills or incorporating traditional knowledge into the curriculum, or whether students were acquiring particular values.

3.5.1 Teachers encourage the use of higher-order thinking skills in students

Although most teachers across the full sample were observed to ask students questions that facilitated higher-order thinking skills (e.g., application, analysis, synthesis and evaluation, etc.), this was not equally true in all regions. In Niger State, observers found that teachers asked these kinds of questions in 88 percent of classrooms (n = 14), but in Ebonyi State, teachers asked questions that facilitated higher-order thinking in only 38 percent of classrooms (n = 3). In classes where students were not challenged and encouraged in this way, pedagogy was still "active" with students repeating what the teacher said verbatim and in unison, responding to "fill in the blank" questions from the teacher, and clapping on cue from the teacher when a peer gave a correct response. So these classrooms were lively and active in nature, but teachers did not solicit ideas from students or encourage higher-order thinking. But in other classes, teachers had, for example, brought in tools to discuss how they were used in their community, and asked open questions that encouraged students to develop their thinking (e.g., understanding categories).

3.5.2 Students are encouraged to ask questions and express opinions in class

Student-centred pedagogy is characterized by the encouragement of students to participate in class, to express their own opinions and to ask questions rather than just passively accepting information from the teacher. We used three sources of information to learn the extent to which students were encouraged to ask questions and express opinions in class: teacher surveys, student surveys, and classroom observation. Ninety-seven percent of teachers (n = 339) believed that students had better academic achievement in classes where their active participation in learning was encouraged. There was little variation in these opinions by region. However, 37 percent of teachers (n = 128) also believed that when teachers allowed students to discuss or debate ideas in class, it took time away from learning (with 37 percent, n = 26 in Ebonyi State; 27 percent, n = 31 in the FCT; 44 percent, n = 71 in Niger State). Although these two sets of beliefs may seem contradictory, it is possible that many teachers in Nigeria did not equate "active participation" with allowing students to express opinions.

Students themselves indicated that they felt like they were welcome to participate in class and that teachers listened to what they had to say. Eighty percent (n = 1,410) reported that students at their school were encouraged to share their ideas and opinions in class (with 84 percent, n = 368 in Ebonyi State; 75 percent, n = 358 in the FCT; 80 percent, n = 684 in Niger State). We did not find any significant differences in responses between male and female students across the full sample, or within any state.[33] Across all three states, 83 percent of students (n = 1,473) indicated that teachers at their school would listen if a student wanted to explain his or her answers in class or on assignments (with 89 percent, n = 391 in Ebonyi State; 80 percent, n = 383 in the FCT; 82 percent, n = 699 in Niger State).

Classroom observations yielded very different results across the three regions. Teachers facilitated discussions among students in 93 percent of classrooms observed in the FCT (n = 14), 69 percent in

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[33] $t(1,751)$ = .48, *ns* overall; $t(428)$ = .32, *ns* in Ebonyi State; $t(474)$ = – 1.00, *ns* in the FCT; $t(734.8)$ = 1.02, *ns* in Niger State

Niger State (n = 11), and only one classroom in Ebonyi State (14 percent). Students were not observed to ask the teacher any questions in 43 percent of classrooms (n = 3) in Ebonyi State, whereas it was at least somewhat true that students asked questions in all classrooms in the FCT and in Niger State.

3.5.3   Section summary: An environment that promotes quality learning outcomes

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created an environment that promotes quality learning outcomes. We focused on the extent to which teachers encouraged students to develop higher-order thinking skills, and the extent to which students were encouraged to ask questions and express opinions in class. Nearly all teachers indicated that they believed that students had better academic achievement in classes where their active participation was encouraged, but a sizeable percentage also believed that allowing students to discuss or debate ideas in class took away from learning time. It is quite possible that teachers did not equate active student participation with students expressing their own opinions. We observed substantial differences across the three participating states in the degree to which teachers encouraged students to develop higher-order thinking skills, to ask questions, and to express their ideas.

It is interesting to note that most students in each of the three states indicated that they felt encouraged to share their ideas and express their opinions in class, yet this was actually observed very little in classrooms in Ebonyi State. Although it is possible that teachers "took the safe route" and did more "routine" lessons when the data collectors were present (but more so in some states than others), this apparent difference of opinion could also be due to a mismatch in expectations between the evaluation team and students in some regions (that is, data collectors may have held teachers to a higher standard in this area than students did).

3.6   An Environment that Provides Education Based on the Reality of Children's Lives

The Nigeria CFS blueprint describes an environment that provides education based on the reality of children's lives as one that "*ensures that curriculum content responds to the learning needs of individual children as well as to the general objectives of the educational system and the local context and traditional knowledge of families and the community.*" We did not undertake a review of the curriculum used in Nigerian schools, but we are able to address the extent to which teachers saw the value in focusing on the individual student, and the extent to which teaching had been adapted to meet the needs of individual learners.

3.6.1   Teachers see the value in meeting the needs of individual learners

As a group, teachers seemed to hold somewhat conflicting views about meeting the needs of individual learners. On the one hand, 95 percent (n = 332) agreed that it was the teacher's responsibility to find a way to meet the learning needs of every student in his or her class (with 99 percent, n = 69 in Ebonyi State; 95 percent, n = 110 in the FCT; 94 percent, n = 153 in Niger State). But on the other hand, 27 percent (n = 95) believed that teachers should not make a lot of effort to help students who were behind in their work because it took too much time away from other students – an opinion that was held by nearly half of the participating teachers in Niger State (42 percent, n = 68), but a lower 13 percent (n = 9) in Ebonyi State and 16 percent (n = 18) in the FCT. Due to the anonymous nature of the teacher survey, we were unable to examine relationships between teacher characteristics or class size and a teacher's views on meeting the needs of individual learners.

3.6.2   Lessons are adapted to meet the needs of individual students

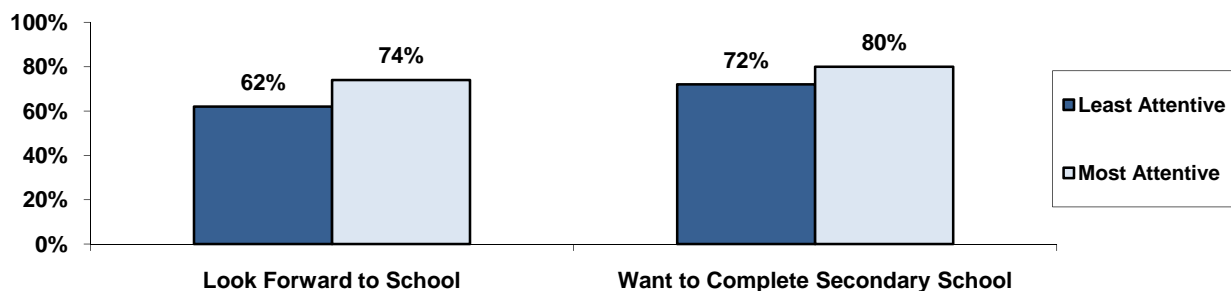Here we will focus on two ways that schools could adapt lessons to meet the needs of its students: by ensuring that lessons are made interesting and relevant to the particular student body it serves, and by providing support to individual learners as needed. When asked to respond to the survey item *This school does a good job teaching students what they really need to know in life*, 86 percent of students

(n = 1,521) responded that this was true (with 90 percent, n = 391 in Ebonyi State; 89 percent, n = 383 in the FCT; 83 percent, n = 703 in Niger State). We did not find statistically significant differences in opinion between male and female students on this item, either overall or within a particular state.[34] There was also a relatively high level of agreement among students that the topics that they studied at school were interesting, with 81 percent (n = 1,430) indicating that this was true (with 88 percent, n = 383 in Ebonyi State; 79 percent, n = 378 in the FCT; 79 percent, n = 669 in Niger State). Male and female students did not differ significantly in their responses to this item.[35]

In order for teachers to adequately adapt their lessons to better support the learning of individuals, they must first take note of how each student is progressing and any areas of difficulty he or she may have. Eighty-six percent of students in Ebonyi State (n = 378) reported that their teachers noticed if they were having difficulty with their lessons, while only 72 percent of students in Niger State (n = 610) and 75 percent in the FCT (n = 360) reported that this was the case. Looking at the distribution of the data, schools within Niger State tended to get either very positive or very negative student responses on this item, rather than similar responses across schools within Ebonyi State and the FCT.[36]

A central feature of the core CFS principle of child-centeredness is attention to students as individuals with unique needs. Because student disengagement from school is a serious issue in Nigeria, and students who feel that their teachers are not aware of or interested in their individual needs may be more likely to disengage from school, we looked at whether the provision of an environment where teachers took note when students had difficulty with their lessons had any relationship with student academic engagement in the same two areas examined above: the individual student wanting to come to school in the first place (captured by the student survey item *I look forward to coming to school*), and the desire of the individual student to remain engaged in his or her education (captured by the item *I want to complete secondary school).* We selected the six schools where students had expressed the highest level of agreement with the student survey item *Teachers notice if I am having difficulty with my lessons* (the *most attentive* schools) and compared their student academic engagement with students from the six schools with the lowest levels of agreement (the *least attentive* schools). As shown in Figure 3 (below), students who attended the *most attentive* schools were significantly more likely to state that it was very true that they looked forward to coming to school and that they wanted to complete secondary school when compared with students who attended the *least attentive* schools.[37]

Figure 3 An Attentive Classroom Environment and Student Academic Engagement

[34] *t*(1,751) = −.32, *ns* overall; *t*(390.0) = −1.38, *ns* in Ebonyi State; *t*(474) = −.11, *ns* in the FCT; *t*(845) = .97, *ns* in Niger State

[35] *t*(1,751) = −.73, *ns* overall; *t*(428) = −.50, *ns* in Ebonyi State; *t*(474) = −.69, *ns* in the FCT; *t*(845) = .30, *ns* in Niger State

[36] *M* = 3.12, *SD* = 1.22 in Niger State; *M* = 3.48, *SD* = .88 in Ebonyi State; *M* = 3.16, *SD* = 1.09 in the FCT

[37] *t*(894.6) = −4.30, *p* < .001 for *Look forward to coming to school*; *t*(841.1) = −4.26, *p* < .001 for *I want to complete secondary school*

3.6.3 Section summary: An environment that provides education based on the reality of children's lives

In this section, we asked the extent to which Child Friendly Schools in Nigeria have created an environment that provides education based on the reality of children's lives. We did not undertake a review of the curriculum used in Nigerian schools, but we are able to address the extent to which teachers saw the value in focusing on the individual student, and the extent to which teaching has been adapted to meet the needs of individual learners. Nearly all teachers felt that it was their responsibility to meet the learning needs of all of the students in their class, but a sizeable percentage also believed that teachers should not make too much effort to assist students who are behind in their work because this takes away too much time from other students. The reason for this disparity is unclear, but may reflect the reality of teaching in schools where there are no formal support mechanisms or special educational services for students in need, so that although a teacher may take his or her responsibilities seriously with regard to all students, he or she may have to "write some students off" in the face of large classes and few resources.

Most students felt that the topics they were studying in class were interesting, and that their school was doing a good job in teaching them what they really needed to know in life. Students in most schools reported that their teachers noticed if they were having difficulty with their lessons, but there were some schools where this was not the case. Students who attended schools with a high level of attentiveness from teachers (based on student report) were significantly more likely to look forward to coming to school and to want to complete secondary school when compared with students from schools with the least attentive teachers.

3.7 An Environment that Responds to Diversity and that Acts to Ensure Inclusion, Respect, and Equality of Opportunities for All Children

The provision of a school environment that responds to diversity to meet the needs of all students is a central feature of CFS efforts globally, as well as efforts within Nigeria. The Nigeria CFS blueprint describes an environment that responds to diversity as one that "meets differing circumstances and needs of children (e.g., gender, culture, social class, ability level)." Note that gender has been addressed above in section 3.4. When stakeholders were asked, "What is a Child Friendly School?" several talked about inclusiveness as a core principle. For example, school heads said, "*The environment is conducive for learning considerations for all ages, sexes, tribes and everybody is given equal rights*" (School Head 16); and "*Religious harmony where pupils co-exists"* (School Head 19). Teachers explained that the schools *"must be all-inclusive and welcome all manner of human beings with a high focus on character and moral [development]"* (Teachers 2). Parents were also very positive about inclusiveness at many schools, making comments like, "*There is no discrimination whatsoever*" (Parents 10), and "*They do not discriminate in terms of disability, minority or majority of any kinds, religion or tribe"* (Parents 23). In the remainder of this section, we address student and teacher perceptions of equal expectations and opportunities for all types of students to excel in school, including minority students and students with disabilities.

3.7.1 Students from all types of backgrounds share a positive school climate and high expectations of them as learners

The states that took part in this evaluation were either very homogenous in terms of culture, tribe, and/or religion (Ebonyi State), or fairly evenly split between groups so that it was difficult to identify what constituted a "minority" group based on these characteristics. We did not ask students to specify their tribal or ethnic group or their religion, so we were unable to make comparisons on these demographics. We also did not ask students about other background characteristics that could influence how they and their families were treated at school due to the potentially sensitive nature of these issues (e.g., exceptional poverty, family breakdown, family criminal activity known to the community, etc.). However, we were able to encapsulate student and family characteristics by using wording such as "like me" or "families like mine" for some student survey items.

Eighty percent of students (n = 1,408) indicated that their school was a welcoming place for all types of students (83 percent, n = 362 in Ebonyi State; 81 percent, n = 387 in the FCT; 77 percent, n = 659 in Niger State). Eighty-two percent of students (n = 1,442) indicated that teachers at their school expected students like them to succeed in life (88 percent, n = 384 in Ebonyi State; 76 percent, n = 361 in the FCT; 82 percent, n = 697 in Niger State). See section 4.4.2 for a discussion of differences in responses to this item based on student gender. And 81 percent (n = 1,429) indicated that their school respected families like theirs (83 percent, n = 364 in Ebonyi State; 77 percent, n = 369 in the FCT; 82 percent, n = 696 in Niger State).

Information from teachers suggests that a significant proportion do not provide equal attention to all types of students. In response to the survey item, *Teachers should focus their efforts on those students who have the best chance to succeed in life*, 30 percent of teachers indicated that this was true (n = 105; with 29 percent, n = 20 in Ebonyi State; 24 percent, n = 28 in the FCT; 35 percent, n = 57 in Niger State). There was substantial variability in teacher responses across schools for this item, even within states.

Inclusiveness is a core principle of CFS, so we looked at whether the provision of an inclusive environment where teachers believed that all students were worthy of their support had any relationship with student academic engagement in the same two areas examined above: the individual student wanting to come to school in the first place (captured by the student survey item *I look forward to coming to school*), and the desire of the individual student to remain engaged in his or her education (captured by the item *I want to complete secondary school).* We selected the six schools where students had expressed the highest level of *dis*agreement with the student survey item *Teachers should focus their efforts on those students who have the best chance to succeed in life* (the *most inclusive* schools) and compared their student academic engagement with students from the six schools with the highest levels of *agreement* (the *least inclusive* schools). As shown in Figure 4 (below), students who attended the *most inclusive* schools were significantly more likely to state that it was very true that they looked forward to coming to school and that they wanted to complete secondary school when compared with students who attended the *least inclusive* schools.[38]

Figure 4 Teacher Inclusiveness and Student Academic Engagement

3.7.2 Students with disabilities are encouraged to enrol, participate and excel in school

As of 2007, over 18% of Nigerian children did not survive to age five, but this figure is a significant improvement from earlier rates of over 20% just a few years ago.[39] In conditions of high infant and child mortality, infants who are born prematurely and/or are born with common disabilities such as Down's syndrome or spina bifida are unlikely to survive to school age. Therefore, the representation of children with significant disabilities in the school-age population is comparatively low in Nigeria. However, there are children with both physical and developmental disabilities in Nigeria who are of school age and who should be encouraged to enrol, participate and excel in school.

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[38] $t(873.0) = -5.65$, $p < .001$ for *Look forward to coming to school*; $t(851.3) = -5.10$, $p < .001$ for *I want to complete secondary school*
[39] See UNICEF http://www.childinfo.org/mortality.html

Sixty-eight percent of school heads (n = 15) reported that staff from their school reached out to the community to encourage the enrolment of students with disabilities, but there was substantial variability across participating states (with 80 percent, n = 4 in Ebonyi State; 86 percent, n = 6 in the FCT; 50 percent, n = 5 in Niger State). Fifty percent of school heads (n = 11) indicated that their school screened students for learning disabilities (with 40 percent, n = 2 in Ebonyi State; 57 percent, n = 4 in the FCT; 50 percent, n = 5 in Niger State). According to their heads, no participating schools in Ebonyi State and only one school in Niger State had teachers with special training to work with disabilities (compared with 43 percent, n = 3 in the FCT).

Classrooms were fully accessible to students with physical disabilities at 67 percent of schools overall (n = 10; with 40 percent, n = 2 in Ebonyi State; 100 percent, n = 4 in the FCT; 67 percent, n = 4 in Niger State). And where schools had latrines and/or sinks, these were fully accessible to students with physical disabilities at 57 percent of schools (n = 8; with 50 percent, n = 2 in Ebonyi State; 75 percent, n = 3 in the FCT; 50 percent, n = 3 in Niger State).

Parents from one community explained that sending children with disabilities to school was an ongoing battle because "*parents are in the habit of leaving the disabled out of school*" (Parents 24). During school visits, very few schools had children with visible disabilities enrolled. One group of parents explained that there were *"specialized schools for them, [with] the government [trying] to help these disabled children by providing free chairs, uniform, books and everything"* (Parents 7)*.* There are schools in Nigeria designed to meet the special needs of students – such as schools for students with river blindness (onchocerciasis) – but it was unclear what percentage of students with disabilities were enrolled in mainstream schools versus special schools versus being kept at home.

3.7.3   Section summary: An environment that responds to diversity and that acts to ensure inclusion, respect, and equality of opportunities for all children

In this section, we sought to uncover the extent to which Child Friendly Schools in Nigeria have created an environment that responds to diversity and acts to ensure inclusion, respect, and equality of opportunity for all children. We focused on the extent to which students from all types of backgrounds had a positive school climate and high expectations of them as learners, and the extent to which students with disabilities were encouraged to enrol, participate and succeed in school. Most students felt that teachers respected students like them and that their school was a welcoming place for families like theirs, but we were not able to define specific groups or types of students among the approximately 20 percent who did not find an environment of equality at school. Approximately one in three teachers felt that teachers should focus their attention on students who had the best chance to succeed in life (which may exclude students from marginalized groups, students with significant family issues, or students with disabilities). Students who attended schools with a highly inclusive environment were significantly more likely to report that they looked forward to coming to school and that they wanted to complete secondary school when compared with students who attended schools that did not have an inclusive environment.

Most schools made an effort to reach out to enrol students with disabilities and there seemed to be a positive attitude toward the provision of education for students with disabilities, but schools lacked the resources to adequately meet their needs. Most schools did not have any teachers who had training in providing specialized instruction to students with disabilities, and several schools did not have infrastructure that was accessible to students with physical disabilities. It was unclear how many additional students would be served if schools increased their resources, since some students were able to attend special schools for students with disabilities.

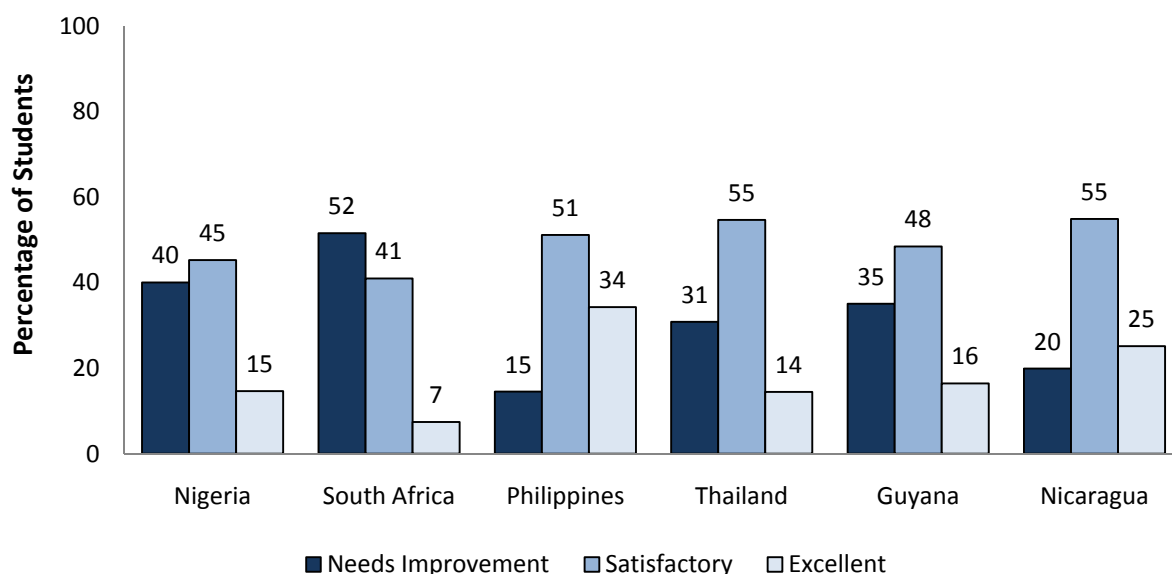## 3.8   An Environment that Promotes Mental and Physical Health

UNICEF programming globally has long had a focus on the improvement of children's mental and physical health, and the promotion of hygiene and a physically safe environment has also been a focus of

UNICEF in Nigeria specifically. The Nigeria CFS blueprint describes an environment that promotes mental and physical health as one that "*encourages healthy behaviour and practices and a hygienic, safe, secure, and joyful environment.*" In this section, we address the extent to which students felt physically and emotionally safe at school, the extent to which students and school staff contributed to and experienced a hygienic and protective environment, the provision of mental and physical health services (or access to services) at school, and the provision of comprehensive health education for students. We conclude with a brief summary of key findings in this area.

3.8.1 Students experience a physically and emotionally safe environment

As part of the global evaluation, we created a Student Physical and Emotional Safety composite scale to capture several important aspects of safety – physical safety and a climate of emotional safety and respect at school.[40] See Table A1 in Appendix A for a complete list of the student survey items that made up this scale. As seen in Figure 5 (below), only 15 percent of Nigerian schools fell into the *excellent* range, versus 40 percent that fell into the *needs improvement* range. Nigeria had the second lowest rate of student physical and emotional safety out of the six countries that took part in the global evaluation.

Figure 5 Student Physical and Emotional Safety

■ Needs Improvement ☐ Satisfactory ☐ Excellent

Needs Improvement: Students do not feel physically safe at school; they worry about their safety and sometimes stay home because they do not feel safe. Students do not feel emotionally safe; students are disrespectful of one another, or adults do not demonstrate care and respect for students.
Satisfactory: Students feel physically safe at school but they may occasionally worry about their safety going to or from school. They feel emotionally safe because students treat one another with respect, get along well together, and look out for one another, although they may occasionally feel that peers are disrespectful to one another.
Excellent: Students feel physically safe in the school at all times. Adults are caring and treat students with respect. Students feel they are treated with respect by peers.

In the remainder of this section, we address the extent to which Nigerian schools have created a safe and respectful climate for students. Note that student feelings of respect and safety with regard to teachers (e.g., use of corporal punishment) and safety travelling to and from school were addressed above in section 3.1. Here we address student safety in terms of a supportive peer climate that is free from bullying and other threats to emotional well-being. Seventy-three percent of students (n = 1,289) indicated that
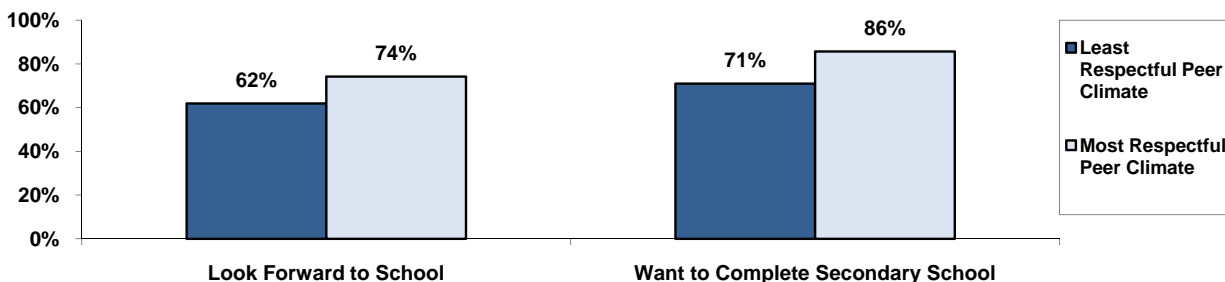
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[40] The reliability for this scale (Cronbach's alpha) was α = .77

students at their school treated one another with respect (with 73 percent, n = 320 in Ebonyi State; 69 percent, n = 327 in the FCT; 75 percent, n = 642 in Niger State). Within the FCT, boys reported a significantly higher level of mutual respect among peers than girls, but differences were not statistically significant in Ebonyi State or Niger State.[41] Seventy-five percent of students (n = 1,322) indicated that students at their school helped each other even if they were not friends (78 percent, n = 339 in Ebonyi State; 68 percent, n = 325 in the FCT; 77 percent, n = 658 in Niger State). Across the full sample, boys also gave significantly more positive responses than girls on this item (although these differences did not quite reach the level of statistical significance within states, probably due to a smaller sample size).[42]

Bullying, the social marginalization of some students, and lack of intervention by bystanders in cases of bullying all emerged as significant issues. Thirty-nine percent of students (n = 683) reported that their school was being ruined by bullies (with 48 percent, n = 210 in Ebonyi State; 41 percent, n = 197 in the FCT; 32 percent, n = 276 in Niger State). There were no significant differences in responses from boys and from girls for this item.[43] Forty-three percent of students (n = 790) reported that there were some students at their school who everyone teased (with 43 percent, n = 187 in Ebonyi State; 42 percent, n = 198 in the FCT; 43 percent, n = 366 in Niger State), and 37 percent (n = 647) reported that there were students at their school who nobody talked to (with 49 percent, n = 213 in Ebonyi State; 37 percent, n = 175 in the FCT; 30 percent, n = 259 in Niger State). And 25 percent of students (n = 434) reported that that students at their school failed to intervene when they witnessed bullying or harassment (with 17 percent, n = 76 in Ebonyi State; 27 percent, n = 131 in the FCT; 27 percent, n = 227 in Niger State). Eighty-six percent of school heads (n = 18) reported that there was a procedure in place at their school for students to safely report instances of bullying, harassment, or harm from other students without fear (with 80 percent, n = 4 in Ebonyi State; 86 percent, n = 6 in the FCT; 90 percent, n = 9 in Niger State).

There is substantial evidence from other countries that the provision of a respectful student climate is related to increased student academic engagement (e.g., see Spier, Cai, Kendziora & Osher, 2007). To see what these relationships looked like in Nigeria, we examined whether a respectful peer climate had any relationship with student academic engagement in the same two areas examined above: the individual student wanting to come to school in the first place (captured by the student survey item *I look forward to coming to school*), and the desire of the individual student to remain engaged in his or her education (captured by the item *I want to complete secondary school).* We selected the six schools where students had expressed the highest level of agreement with the student survey item *Students at this school treat each other with respect* (the *most respectful* schools – all of which happened to be in Niger State) and compared their student academic engagement with students from the six schools with the lowest levels of agreement (the *least respectful* schools – which were more evenly distributed among states). As shown in Figure 6, students who attended the *most respectful* schools were significantly more likely to state that it was very true that they looked forward to coming to school and that they wanted to complete secondary school when compared with students who attended the *least respectful* schools.[44]

Figure 6 A Respectful Peer Climate and Student Academic Engagement

[41] $t(474)$ = 2.13, *p* < .05 in the FCT; $t(428)$ = .23, *ns* in Ebonyi State; $t(845)$ = –.96, *ns* in Niger State
[42] $t(1,700.2)$ = 3.18, *p* < .01 overall; $t(428)$ = 1.43, *ns* in Ebonyi State; $t(474)$ = 1.93, *ns* in the FCT; $t(708.5)$ = 1.89, *ns* in Niger State
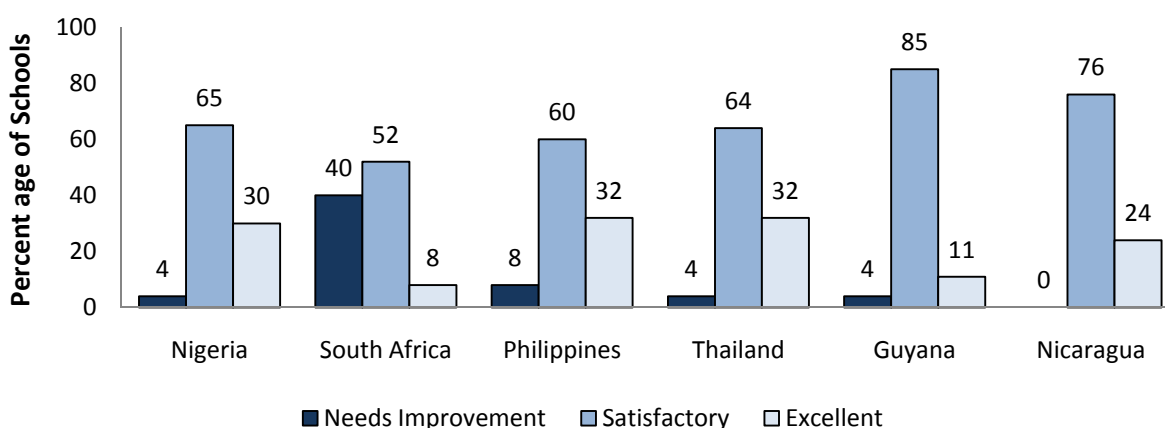[43] $t(1,751)$ = 1.81, *ns* overall; $t(428)$ = 1.71, *ns* in Ebonyi State; $t(474)$ = –.41, *ns* in the FCT; $t(845)$ = .96, *ns* in Niger State
[44] $t(646.8)$ = –3.28, *p* < .01 for *Look forward to coming to school*; $t(525.7)$ = –5.26, *p* < .001 for *I want to complete secondary school*

3.8.2 Students and staff experience a hygienic and protective environment

We examined a number of school characteristics that made for a hygienic and protective environment for students. For the CFS global evaluation, we created a composite Healthy Learning Environment: Hygiene and Sanitation scale that captured key elements of hygiene and sanitation across multiple areas, such as access to potable water, whether latrines were safe and in good repair and were clean and sanitary, whether students and staff washed their hands after using latrines, and whether school buildings were clean.[45] The Healthy Learning Environment: Hygiene and Sanitation scale measured the extent to which schools supported students' health and hygiene through proper facilities and practices. See Appendix A, Table A2 for a list of school observation items that comprised this scale. As shown in Figure 7, 4 percent of schools in Nigeria needed significant improvement in hygiene and sanitation, but a full 30 percent were deemed to be excellent in this regard.

Figure 7 A Healthy Learning Environment: Hygiene and Sanitation

Needs Improvement: The school does not reflect a commitment to students' health and hygiene. Access to drinking water is inconsistent, and latrines are not always safe or sanitary. Students and staff may not demonstrate hygienic personal habits. Litter and other debris may be present in the school or grounds more than occasionally. There are few systems in place to dispose of waste.

Satisfactory: The school facilities and practices reflect a commitment to students' health and hygiene. Students have consistent access to drinking water and to safe and sanitary latrines, and for the most part, students and staff demonstrate hygienic personal habits. School buildings are mostly clean and sanitary, and the school is free of litter and other potential threats to school hygiene. The school has sanitary systems for disposal of waste water and latrine waste that are usually functioning.

Excellent: The school facilities and practices reflect a high commitment to students' health and hygiene. Students have access to drinking water and safe and sanitary latrines, and students and staff consistently demonstrates hygienic personal habits. School buildings and grounds are clean and sanitary, and the school has effective sanitary systems for disposal of waste water and latrine waste.

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[45] The reliability for this scale (Cronbach's alpha) was α = .87

**Photograph 5 Clean and Well-Maintained
School Grounds**

Within Nigeria, assessors noted that the grounds were kept free of litter and garbage (except in designated containers) at 70 percent of schools (n = 14; with 60 percent, n = 3 in Ebonyi State; 67 percent, n = 4 in the FCT; 78 percent, n = 7 in Niger State), and only one school was found to be excessively dirty. See Photograph 5 (left) for an example of school grounds that were kept extremely neat and clean by parents.

All schools in the FCT and Niger State were found to be free of unwanted animals and animal waste, but this was true for only 40 percent of schools in Ebonyi State (n = 2), where it was common to see herd animals from the community grazing on school grounds. Sixty percent of schools (n = 12) had a sanitary system for the disposal of waste water, but this aspect of sanitation varied substantially across states (with only 40 percent, n = 2 in Ebonyi State; 83

Photograph 6 Unused Latrines

percent, n = 5 in the FCT; 56 percent, n = 5 in Niger State). And although 60 percent of schools overall (n = 12) had a sanitary system for the disposal of latrine waste, this was true in only 40 percent of schools in Ebonyi State (n = 2; compared with 67 percent, n = 4 in the FCT; 67 percent, n = 6 in Niger State). Within Ebonyi State, assessors observed that although most CFS schools had latrines that had been provided by UNICEF, the latrines lacked light and ventilation, and students were often seen using the bush instead (see Photograph 6, left). Students were more often seen using latrines in schools where the latrines were well lit and had adequate ventilation, like the one shown below in Photograph 7. Latrines and sinks were found to be clean and sanitary in only 45 percent of schools (with 20 percent, n = 1 in Ebonyi State; 50 percent, n = 3 in the FCT; 56 percent, n = 5 in Niger State), and staff and students were observed to routinely wash their hands after using latrines in 32 percent of schools (n = 6; with 20 percent, n = 1 in Ebonyi State; 50 percent, n = 3 in the FCT; 25 percent, n = 2 in Niger State). Only two schools (both in Niger State) had functioning sinks located close to latrines. Otherwise, where hand washing was observed, this was usually at a basin of water set aside for this purpose.

Photograph 7 Adequately Lit and Ventilated Latrines Used by Students

Students and staff had access to drinking water at all schools observed in the FCT, but in Niger State and Ebonyi State water was available at 80 percent of schools (n = 4 in Ebonyi State and n = 8 in Niger State). As part of CFS programming, UNICEF provided boreholes like the one pictured below in Photograph 8. At 82 percent of schools (n = 18), the school head reported that their school's water supply was checked regularly to ensure that it was safe for drinking (60 percent, n = 3 in Ebonyi State; 86 percent, n = 6 in the FCT; 90 percent, n = 9 in Niger State).

Photograph 8 Borehole Provided by UNICEF

Outdoor play areas and equipment were safe and in good repair at 47 percent of schools (n = 9; with 25 percent, n = 1 in Ebonyi State; 50 percent, n = 3 in the FCT; 56 percent, n = 5 in Niger State). School buildings were observed to be in good structural condition at 67 percent of schools (n = 14; with 40 percent, n = 2 in Ebonyi State; 83 percent, n = 5 in the FCT; 70 percent, n = 7 in Niger State). There was substantial variability in the interior physical condition of schools (e.g., walls, floors) across the three regions, with 78 percent of schools in very good structural condition in Niger State (n = 7), but only 40 percent (n = 2) in the FCT and 20 percent (n = 1) in Ebonyi State.

3.8.3   The school provides students with health services (or access to health services)

Nigerian schools faced significant challenges in providing students with health services or access to health services, and significant disparities were evident across the three states that took part in the evaluation. Fifty-nine percent of school heads (n = 13) reported that their school provided students with access to annual physical health examinations (with 40 percent, n = 2 in Ebonyi State; 100 percent, n = 7 in the FCT; 40 percent, n = 4 in Niger State), and 41 percent (n = 9) reported that their school provided students with access to annual mental health screening (with 40 percent, n = 2 in Ebonyi State; 57 percent, n = 4 in the FCT; 30 percent, n = 3 in Niger State). Note that just because a school provided a student with *access* to health examinations or screenings does not necessarily mean that the student received these services. Only one school in Ebonyi State was able to provide students with routine vision and hearing screenings. This was true in 57 percent of schools in the FCT (n = 4) and 40 percent in Niger State (n = 4). See section 3.2.2 above for a discussion on the provision of nutritional support and micronutrients for students, and the treatment of internal parasites.

3.8.4 Students receive comprehensive health education at school

All school heads reported that their school provided health education to students regarding the avoidance of high-risk behaviours (such as HIV/AIDS prevention and the prevention of substance abuse), and all but one (in Ebonyi State) reported that their school provided health education to students to promote healthy daily living (e.g., nutrition, dental hygiene). Eighty-six percent of school heads (n = 19) indicated that their school's student health and development programs had been adapted to meet local socio-cultural norms, values and beliefs (with 80 percent, n = 4 in Ebonyi State; 100 percent, n = 7 in the FCT; 80 percent, n = 8 in Niger State).

3.8.5 Section summary: An environment that promotes mental and physical health

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created an environment that promotes mental and physical health? We focused on the extent to which students experienced a climate of physical and emotional safety at school, the extent to which students and school staff contributed to and experienced a hygienic and protective environment, and the provision of mental and physical health services (or access to services) at school. Although most students experienced a safe and positive peer climate at school, bullying, the social marginalization of some students, and lack of intervention by bystanders in cases of bullying all emerged as significant issues. Students who attended a school with a high level of mutual respect among its students were significantly more likely to report that they looked forward to coming to school and that they wished to complete secondary school when compared with students who experienced a disrespectful peer climate.

Most schools were relatively neat and clean, and most provided students and staff with ongoing access to drinking water that was regularly tested to ensure that it was safe. UNICEF provided boreholes to schools as part of its CFS programming, and these boreholes were well used by the school community. In many schools, students were not as eager to use latrines – some of which had been provided by UNICEF – because they were lacking in light and ventilation. Only two schools had a functioning sink that was accessible to latrines, and even when some schools provided basins of water, few students or staff were observed to wash their hands after using latrines or before handling or eating food. There was substantial variability in the conditions of school buildings and grounds, with only some schools having safe buildings and safe outside play areas with equipment in good repair.

Schools struggled to provide students with physical and mental health services (or access to services), and schools in the FCT seemed to have the most resources in this area. Only some schools were able to provide students with vision and hearing screenings. There did seem to be a high level of awareness regarding the importance of health education, with schools providing health education to students regarding the avoidance of high-risk behaviours (such as HIV/AIDS prevention and the prevention of substance abuse), and all but one providing health education to students to promote healthy daily living (e.g., nutrition, dental hygiene).

3.9 An Environment that Provides and Affordable and Accessible Education

The provision of an affordable and accessible education for all children is essential for countries to achieve the Millennium Development Goal of universal primary education. The Nigeria CFS blueprint states that an affordable and accessible education must be provided "*especially to children and families most at risk.*" Accessibility based on student gender and based on disabilities was addressed above in sections 3.4 and 3.7. Due to the anonymous nature of the data collection from students, we were unable to identify which students were from families at risk due to poverty, family status in the community, or similar factors. There were also few minority students within a school based on factors such as religion or tribal affiliation. Here we address affordability in terms of families' ability to pay school fees and we address accessibility in terms of students needing to miss school in order to work or to assist at home.

3.9.1   Students are not excluded from school due to inability to pay school fees

School fees can present a significant barrier to student attendance at school. Even if a school does not have an official enrolment fee, the cost of a school uniform and supplies can keep children from the poorest families from gaining an education. When asked to respond to the survey item *Some students in the community are unable to attend this school because they cannot pay school fees or school costs*, 57 percent of school heads in the FCT (n = 4) and 20 percent of school heads in Niger State (n = 2) reported that this was at least sometimes true at their school. No school heads in Ebonyi State reported that students were unable to attend because of school fees. One school head summed up the issue by saying, "*The poverty level of parents affects the students as some of them do not have uniforms and textbooks. Some parents are not able to pay their PTA levies*" (School Head 7).

3.9.2   Students do not have to miss school to work or to assist at home

Child labour can be a significant issue in terms of children working to increase the family's income, but there can also be a more hidden issue involving children needing to stay home from school to care for family members. We asked students, *During the past year, how many days did you have to miss school in order to work or to help out at home?* As shown in Table 10, 60 percent of students (n = 1,050) reported that they never had to miss school for this reason, but the remaining 40 (n = 697) percent had to miss at least some school to work or assist at home. This issue was somewhat more prevalent in Ebonyi State than in the FCT or Niger State, but was of concern across all three states. We did not find statistically significant differences in this area between male and female students overall, or at the state level.[46] As discussed in section 4.4, above, several teachers noted in focus groups that there was an especially high rate of student absence from school on market days in their communities.

Table 10 Student absence from school due to work or family needs

Absence Frequency	Ebonyi State	FCT	Niger State	Total Nigeria
Never	46% (n = 197)	65% (n = 308)	65% (n = 545)	60% (n = 1,050)
15 Days or Less	44% (n = 188)	28% (n = 133)	25% (n = 211)	31% (n = 532)
16 to 30 Days	6% (n = 24)	5% (n = 22)	4% (n = 36)	5% (n = 82)
More than 30 days	5% (n = 23)	3% (n = 14)	6% (n = 46)	5% (n = 83)

3.9.3   Section summary: An environment that provides an affordable and accessible education

In this section, we sought to explore the extent to which Child Friendly Schools in Nigeria have provided an education that is affordable and accessible. We focused on the affordability of school in terms of school fees, and the need for students to have to miss school in order to work or to assist at home. School fees presented a problem for at least some families in the FCT and Niger State, but not in Ebonyi State. Across all three states, about half of all students had to miss at least some school within the prior year in order to work or to help out at home – a situation that was especially prevalent in Ebonyi State. We did not find differences between male and female students regarding how often they had to miss school to help their families. Teachers from several schools noted that there was a high rate of absence at their school on market days. Presumably children who miss school to assist their parents at the market are visible in the community, so this may be an area where community education about the importance of daily school attendance could be beneficial in making such absences less acceptable and therefore less common in the community.

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[46] $t(1,733) = -.01$, *ns* overall; $t(423) = -.83$, *ns* in Ebonyi State; $t(474) = .02$, *ns* in the FCT; $t(832) = .88$, *ns* in Niger State

3.10 An Environment that Enhances Teacher Capacity, Morale, Commitment and Status

There is considerable evidence that the provision of a supportive environment for teachers is associated with positive student outcomes (e.g., Klem & Connell, 2004). The Nigeria CFS blueprint describes an environment that enhances teacher capacity, morale, commitment and status as one that "ensures that its teachers have sufficient pre-service training, in-service support and professional development, status, and income." In this section, we address the extent to which Nigerian schools have created an environment that encourages and supports teacher professional development, and that fosters mutual respect and support among school staff. We conclude with a brief summary of key findings in this area. We were unable to provide information regarding teacher income level, pride in their work or status in the community because these issues were not addressed in the data collection for the global evaluation.

3.10.1 Teacher professional development is encouraged and supported

Teachers were asked a number of questions regarding both formal and informal opportunities for professional development at their school. Teachers reported a high level of opportunities for professional development across all three states. Eighty-seven percent of teachers (n = 303) reported that they had been provided with ongoing opportunities to learn better techniques through workshops, seminars or trainings (with 87 percent, n = 61 in Ebonyi State; 85 percent, n = 99 in the FCT; 88 percent, n = 143 in Niger State). Eighty-three percent of teachers (n = 290) reported that they had been provided with professional development opportunities that helped them to be a better teacher at their school. Teachers in Ebonyi State had the highest level of agreement that their professional development opportunities had improved their teaching (96 percent; n = 67), compared with 78 percent (n = 91) in the FCT and 81 percent (n = 132) in Niger State. Teachers described a high level of technical assistance from their school heads, saying things like, "*He [the school head] supervises the class teaching events, and guides the teachers to improve their skills*" (Teachers 21); "*The school leaders have been organizing in-house training for teachers* (Teachers 24); and this:

> *The head teacher has helped to improve the capacity through in-service training and workshop. About five teachers have benefited. The local government authority also sent supervisors to see how teaching goes on and correct areas of defect* (Teachers 18).

Teachers were also very positive about the level of informal support for professional development that they received within their school. Eighty-four percent (n = 294) indicated that the leadership at their school provided teachers with adequate support to continually improve their teaching methods (with 87 percent, n = 61 in Ebonyi State; 82 percent, n = 95 in the FCT; 85 percent, n = 138 in Niger State). Improving teacher-student relationships seemed to be an area of focus for teacher professional development, with 87 percent overall (n = 303) indicating that their school leadership provided teachers at their school with adequate support to continually improve their relationships with all types of students (with 90 percent, n = 63 in Ebonyi State; 81 percent, n = 94 in the FCT; 90 percent, n = 146 in Niger State).

3.10.2 The school environment fosters mutual support and respect among school staff

Teachers reported a high level of mutual support and respect among school staff. Specifically, 94 percent of teachers (n = 326) reported that teachers at their school helped each other (with 96 percent, n = 67 in Ebonyi State; 86 percent, n = 100 in the FCT; 98 percent, n = 159 in Niger State). We found a similar pattern of responses to the survey item *Teachers in this school treat each other with respect*, with 85 percent (n = 99) reporting that this was true in the FCT, compared with 97 percent (n = 68) in Ebonyi State and 97 percent (n = 157 in Niger State (with 93 percent, n = 324 for the full sample).

Teachers reported a very high level of support from colleagues, with 91 percent (n = 336) reporting that teachers at their school provided each other with helpful feedback to improve their teaching methods (with 96 percent, n = 67 in Ebonyi State; 90 percent, n = 104 in the FCT; 90 percent, n = 145 in Niger State). For example, teachers in one focus group said,

> *[Teachers here have improved pedagogy] by (contacting each other on the areas one does not know much about. There is internal training among the teaching staff* (Teachers 4); *The school has a program called the 'internal induction of the younger teachers' who are paired with the experience teachers for effective teaching and learning* (Teachers 14).

Teachers had mixed feelings with regard to their level of trust of other teachers at their school, with 78 percent (n = 270) indicating that teachers at their school trusted each other (with 81 percent, n = 57 in Ebonyi State; a low 66 percent, n = 96 in the FCT; 85 percent, n = 137 in Niger State). In contrast, teachers reported a high level of trust in their school leadership, with 92 percent (n = 320) indicating that they trusted that the school head at their school would keep his or her word (with 91 percent, n = 64 in Ebonyi State; 93 percent, n = 108 in the FCT; 91 percent, n = 148 in Niger State). Teachers also expressed a high level of confidence in their school's leadership, with 96 percent indicating that the school head and other leaders at their school made good decisions (97 percent, n = 68 in Ebonyi State; 94 percent, n = 109 in the FCT; 96 percent, n = 156 in Niger State).

3.10.3 Section Summary: An environment that enhances teacher capacity, morale, commitment and status

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created an environment that enhances teacher capacity, morale, commitment and status. We focused on the extent to which Nigerian schools created an environment that encouraged and supported teacher professional development, and that fostered mutual respect and support among school staff. Teachers were very positive about the level of professional support they received, particularly from school leadership. Most teachers reported that there was an environment of support and respect among the teachers at their school. Teachers in the FCT reported having somewhat lower levels of support from and trust in their colleagues than teachers in the other states. Although most teachers reported that they trusted other teachers at their school, this sentiment was not universal. Nearly all teachers expressed trust and confidence in the leadership at their school.

3.11   An Environment that Is Family Focused

The provision of a family-friendly and family-focused school environment is a central feature of CFS efforts globally, as well as of efforts within Nigeria specifically. The Nigeria CFS blueprint describes a family-focused environment as one that "*attempts to work with and strengthen the family and helps children, parents and teachers establish harmonious collaborative partnerships.*" In this section, we address the extent to which families are informed of what is happening at their child's school and about their child's progress, and the extent to which schools reach out to families to encourage their involvement.

3.11.1 Families are informed about what is happening at the school and about their child's progress

We asked students, school heads and families about the extent to which families were informed about what was happening at the school and about their child's progress. In response to the survey item *My family knows what goes on inside this school*, 69 percent of students (n = 1,214) indicated that this was true (75 percent, n = 329 in Ebonyi State; 57 percent, n = 272 in the FCT; 72 percent, n = 613 in Niger State). Note that this survey item did not specify *how* the family was informed – it could have been the student relating information to his or her family, school staff providing information through formal or informal channels, or some combination of these. All but two school heads (91 percent) reported that it staff at their school regularly kept families informed of student progress (at least twice during the school year), all reported that the school provided information to families about what was happening at the school to families in language and format they could understand (written or oral), and all but one (96 percent) reported that staff at their school contacted families promptly if there were concerns about a

student's learning or behaviour. In the course of focus groups, parents described feeling well informed about what was happening at their child's school, saying things such as this:

> *The school and the families/community meet from time to time at the invitation of school through the pupils. During meetings as above, parents and school discuss the issues that affect the school for the well-being of the child. The school invites parents to acquaint them with events/developments in the school for the suggestions and contributions* (Parents 25).

3.11.2 The school reaches out to encourage family involvement

All but one school head reported that staff at their school talked with families about how to help their children with their academic studies. Teachers were quite positive about family involvement in their school. Ninety-two percent (n = 320) indicated that their school was a welcoming and inviting place for parents (84 percent, n = 59 in Ebonyi State; 91 percent, n = 106 in the FCT; 96 percent, n = 155 in Niger State). Seventy-nine percent of teachers (n = 273) indicated that lots of parents came to events at their school, but the level of participation was not uniform across states, with 86 percent (n = 60) reporting that this was true in Ebonyi State; 72 percent (n = 84) in the FCT; 80 percent (n = 129) in Niger State. When asked whether it was difficult to overcome cultural barriers between teachers and parents at their school, 37 percent (n = 130) of teachers indicated that it was, with substantial variations among the three participating states (21 percent, n = 15 in Ebonyi State; 45 percent, n = 52 in the FCT; 39 percent, n = 63 in Niger State). We were unable to discern what these cultural barriers were or the challenges that teachers felt they faced.

Students were also fairly positive about family involvement at their school. In response to the survey item *[This] school is a welcoming and inviting place for families like mine*, 81 percent (n = 1,432) believed that this was true (88 percent, n = 386 in Ebonyi State; 79 percent, n = 375 in the FCT; 79 percent, n = 671 in Niger State). Where students indicated that this was not true, it was unclear from the extant data what the issue was that made them feel that the school was not welcoming and inviting for families like theirs.

In the course of focus groups, parents from several schools provided examples of how their child's school had reached out to encourage their involvement in meaningful ways, saying things like, "*Yes, parents and community members have been involved in school activities and /or decision at school. All the members of the community are given opportunity to be involved in school activities or decision making in this school*" (Parents 25); and this:

> *We parents meet the teachers on the auspices of Parents Teachers Association [PTA].The PTA meets regularly to discuss issues concerning the running and development of school. There have been many changes in the area of administration and teaching, community participation in school management, increases in enrolments, high influx of teachers and parents showing interest in what school is teaching* (Parents 7).

3.11.3 Section summary: An environment that is family focused

In this section, we explored the extent to which Child Friendly Schools in Nigeria have created a family-focused environment. We looked at whether schools were providing a family-focused environment in two areas: the extent to which families were kept informed about what was happening at their child's school and about their child's progress, and the extent to which the school reached out to encourage family involvement. Nearly all school heads indicated that their school kept families informed regarding their child's progress and let families know promptly if there were concerns regarding their child's learning or behaviour, and families made positive comments about communication with the school, but a sizable percentage of students did not feel that their family knew what went on in their school. It is possible that families were informed of student progress and were involved in schools, but that students saw aspects of life at their school that were not part of the information that was shared with families.

3.12 A School that Is Community Based

UNICEF has encouraged community participation in schools through its CFS programming, and this focus has carried over to Nigeria specifically at the national level. The Nigeria CFS blueprint describes a community-based school as one that "strengthens school governance through a decentralized, community-based approach; organizes parents, local government, community organizations and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and well-being of the children." Over the past few years, schools across Nigeria have introduced School-Based Management Committees (SBMCs) to improve conditions at schools through greater community ownership and involvement. For example, SBMCs both inform local educational authorities with regards to the needs of the school (for example, perhaps a building of classrooms needs the roof repaired), and act in an accountability–monitoring capacity to ensure that once approved by educational authorities, planned work was completed in a satisfactory manner or allocated supplies were indeed received. SBMCs co-exist with school parent-teacher associations (PTAs), and incorporate local leaders and community members in addition to parents. In this section, we address the extent to which students, teachers, families and communities were involved in making decisions that affected their school; and whether schools engaged with community partners for material assistance and/or to provide more comprehensive support for students. We were unable to address the existence of larger community support networks in this report because this area was outside of the scope of the global evaluation.

3.12.1 Students, teachers, families and communities are involved in making decisions that affect their school

Students and teachers were asked about their involvement and the involvement of parents and other community members in making decisions that affected their school. We also asked school heads about student, staff, family, and community involvement in their schools. All but one school head (from Niger State) indicated that students at their school offered opportunities to serve in leadership roles (such as a member of the student council, governing board, or prefect), but only 64 percent (n = 14) indicated that students played a *formal* role in decision making, such as through a student government (60 percent, n = 3 in Ebonyi State; 72 percent, n = 5 in the FCT; 60 percent, n = 6 in Niger State). Among students, 74 percent (n = 1,302) reported that their school head asked students about their ideas (68 percent, n = 295 in Ebonyi State; 73 percent, n = 347 in the FCT; 78 percent, n = 660 in Niger State). Most but not all teachers responded positively to the survey item *School staff members have a lot of informal opportunities to influence what happens here*, with 68 percent (n = 236) indicating that this was true (62 percent, n = 43 in Ebonyi State; 67 percent, n = 78 in the FCT; 71 percent, n = 115 in Niger State).

School heads from all participating schools stated that all types of families were encouraged to participate in decision making at the school (regardless of race, ethnicity, gender, language, disability, or religion). However, not all students agreed that families like theirs were involved in decision making, with 69 percent (n = 1,213) agreeing that this was true (67 percent, n = 291 in Ebonyi State; 63 percent, n = 301 in the FCT; 73 percent, n = 621 in Niger State). Teachers also gave mixed reports regarding the level of family involvement in their school. In response to the survey item *Families are involved in making decisions that affect this school*, 63 percent (n = 218) responded that this was true (61 percent, n = 43 in Ebonyi State; 62 percent, n = 72 in the FCT; 64 percent, n = 103 in Niger State). All but one school head (in Niger State) reported that their school had an active PTA or SBMC.

Families who participated in focus groups had very positive things to say about the level of parent and community involvement at their child's school, such as this:

> *We parents meet the teachers [under] the auspices of [the] Parents Teachers Association. The PTA meets regularly to discuss issues concerning the running and development of [our] school. There have been many changes in the area of administration and teaching, community participation in school management, increases in enrolments, high influx of teachers and parents showing interest in what school is teaching. The School Based Management Committee has been formed to participate in school management. .... There have been opportunities for parents and*

> *community [members], including the leadership of the community, to come in and advise the school to achieve progress* (Parents 7).

However, it is important to note that the parents who volunteered to participate in the focus group may have been those who were most comfortable coming to the school, so their views may not have been representative of the broader group of parents in their respective communities.

3.12.2 Schools have engaged with community partners

We asked school heads about three different ways their school may have engaged with community partners: by involving students in community outreach activities, by keeping the community informed about what is happening at the school, and by engaging in partnerships with local businesses and/or community organizations to increase support for the school.

All school heads reported that the school actively informed the community about what was happening at the school at least several times a year. More active relationships between the school and the community were somewhat less common. Fifty-nine percent of school heads (n = 13) indicated that the students at their school planned and implemented community outreach activities. There was considerable variability across states, with 80 percent (n = 4) indicating that this was true in Ebonyi State, compared with only 43 percent (n = 3) in the FCT and 60 percent (n = 6) in Niger State.

One goal of the recently introduced SBMCs is to involve community partners in the support and development of schools. Fifty-five percent of school heads (n = 12) indicated that their school had partnerships with local businesses or community organizations to support student learning (40 percent, n = 2 in Ebonyi State; 71 percent, n = 5 in the FCT; 50 percent, n = 5 in Niger State). One school head said, "*The community leaders have been playing crucial roles in sensitizing parents and helping to link the school with government*" (School Head 11).

3.12.3 Section summary: A school that is community based

In this section, we sought to explore the extent to which Child Friendly Schools have become community-based. We focused on schools and communities in two areas: the extent to which students, teachers, families and communities were involved in making decisions that affected their school, and the extent to which schools had engaged with community partners. Most teachers and students indicated that they felt involved in making decisions that affected their school, but this sentiment was not universal. And although all school heads reported that all types of families were encouraged to participate in decision making at their school, a sizeable portion of students and teachers did not feel that all types of families were involved in this way. Most school heads reported that the community was informed of what was happening at the school, and about half reported that the school and community were more deeply engaged in mutual support. However, there was considerable variability across states in this regard.

CHAPTER 4 – Conclusions and Recommendations

Nigeria elected to focus its CFS interventions to create schools in Nigeria that would:

1. Reflect and realise the rights of every child

2. See and understand the whole child, in a broad context

3. Be child centred

4. Be gender sensitive and girl friendly

5. Promote quality learning outcomes

6. Provide education based on the reality of children's lives

7. Be flexible and respond to diversity

8. Act to ensure inclusion, respect and equality of opportunity for all children

9. Promote mental and physical health

10. Provide education that is affordable and accessible

11. Enhance teacher capacity, morale, commitment and status

12. Be family focused

13. Be community based

14. Promote community cohesion

The evaluation showed that Nigeria had made significant progress in a number of these areas, although there are still some significant areas of concern that have a long-term impact on children's outcomes. Recent developments in the country, such as the introduction of SBMCs, provide new opportunities to address these issues and improve the child friendliness of all schools in Nigeria.

In the area of **children's rights**, schools that have implemented CFS programming seem to have developed a high level of awareness of the importance of children's rights among their stakeholders. Students had been taught how to protect themselves from risks in the community, and parents and community members had been informed about child labour and children's rights. Nearly all teachers and most students felt that their school placed a high value on understanding and protecting children's rights, but this did not always translate into respectful treatment of students by teachers. One in three students reported that sometimes they did not wish to come to school because of how teachers treated them, and although corporal punishment is prohibited in schools, teachers were observed to keep canes on hand in a number of classrooms. It seems that ideas about protection of children's rights in these communities may have focused on some issues such as child labour, but did not extend to protection of children from disrespectful treatment or physical harm by teachers in some schools. There is substantial evidence that when students do not feel safe at school, this increases their likelihood of dropping out (e.g., see Bekuis, 1995), and in this Nigerian sample we found a significant relationship between student perceptions of how respectfully they were treated by teachers and their academic engagement. Therefore, professional development and technical assistance for teachers to increase the use of positive methods to manage student behaviour may not only lead to a more positive environment for all staff and students, but also lead to improved student academic engagement. School leadership was aware of the importance of ensuring that students were safe travelling to and from school, but students did not always feel safe – possibly due to the remote location of many schools. This is an area where collaboration between the school and the community could lead to improved student safety, and in turn perhaps better student attendance.

In the area of **whole-child approaches**, there seemed to be a very high level of the awareness among school staff of the crucial role that health and nutrition played in children's learning and development. Unfortunately, significant numbers of children still arrived at school with health issues and inadequate

nutrition, and most schools had few or no resources available to intervene. Increased food prices had made it even more challenging for schools to feed students, and some schools had to discontinue the nutritional support that they had been providing. A national feeding strategy for all Nigerian students would be most beneficial, but this is also an area where SBMCs could work within the community and/or look for outside resources to provide food for all students, or at least for students who do not receive adequate nutrition at home. Student social and emotional learning did not seem to be an area of focus in Nigerian schools among stakeholders, and only about half of participating students felt that their peers knew how to resolve conflicts peacefully. When students reported poor social and emotional capacities among peers, they were likely to avoid going to school themselves, so this issue may be having a real long-term impact on children's academic engagement. Therefore, UNICEF Nigeria and/or the Nigerian Ministry of Education should consider intentional student social and emotional learning as an area for intervention in the future.

In the areas of **child-centeredness,** the promotion of **quality learning outcomes**, and the provision of **an environment that provides education based on the reality of children's lives,** most students felt that the topics they studied in school were interesting and that the school was teaching them what they needed to know in life. Teachers had taken some steps toward adopting student-centred teaching methods, but teacher-centred pedagogy was still predominant. Although most teachers still believed that lectures were the most effective way to teach students, most were also observed to walk around the classroom and provide support and guidance to individual students as needed, and most teachers asked students questions that required higher-order thinking (such as categorizing). Nearly all teachers indicated that student participation in class was important, but this did not usually extend to asking students for their opinions or ideas. And although nearly all teachers felt it was their responsibility to meet the needs of all students, a sizeable percentage also felt that teachers should not spend too much time on struggling students as this took away time from the rest of the class. In an environment of few resources or specialized training for teachers to provide special interventions, teachers may have been making the best of a difficult situation in these cases and focused on the students they could support.

Most teachers and students felt that the school leadership made decisions based on what was best for students. Stakeholders from all groups expressed concern about inadequate furnishings and infrastructure in schools (e.g., lack of electricity). Although few classrooms provided an attractive and well-furnished environment for students, and it was extremely rare to see displays of student work, most classrooms were able to provide students with minimally adequate seating, work space, lighting, ventilation and protection from the elements.

Nigerian schools seem to have made great strides in the area of **gender sensitivity and girl friendliness**. More girls were actually enrolled in school than boys in two of the three states that participated in the evaluation. School heads, teachers, and parents perceived a high level of gender equality at schools, indicating that both boys and girls were equally encouraged to participate in school activities. Classroom observation also identified an environment where teachers seemed to have equally high expectations for boys and girls. Where students did not feel that boys and girls were treated equally at their school, we were unable to discern whether the situation was perceived to favour boys or to favour girls (or some of each) – especially since we did not find differences in responses to this item between boys and girls in any of the three states. Girls who attended schools with the highest level of perceived gender equality (based on student report) were significantly more likely to report that they looked forward to coming to school and that they wanted to complete secondary school when compared with girls from the least gender equal schools.

Stakeholders from all sectors and all states described early marriage for girls as a significant lingering impediment to improved educational outcomes for girls. Continued efforts should be made to improve access to education for older girls, perhaps through a combined approach of both reducing early marriage (requiring a broader community approach to intervention) and improving access to education for girls who are married and/or who are pregnant or parenting – either through the mainstream educational system or through the provision of alternative programs.

In the area of **responsiveness to diversity, inclusiveness, and respect and equality of opportunity for all children**, most schools made an effort to reach out to enrol students with disabilities and there seemed to be a positive attitude toward the provision of education for all. However, most schools lacked the resources to adequately meet special needs among students once enrolled. For example, few schools had any teachers who had any training in providing specialized instruction to students with disabilities, and several schools did not have infrastructure that was accessible to students with significant physical disabilities. It was unclear how many additional students would be served if schools increased their resources, since some children with disabilities were able to attend special schools elsewhere. Most students felt that teachers respected students like them and that their school was a welcoming place for families like theirs. We were not able to define specific groups or types of students among the approximately 20 percent who did not find an environment of equality at school. Approximately one in three teachers felt that teachers should focus their attention on students who had the best chance to succeed in life (which may exclude students from marginalized groups, students with significant family issues or students with disabilities). This attitude may be in part based on teachers having to do the best they could with the students they were able to help, in the face of few or no resources to provide any special assistance to students in need.

Schools struggled in the **promotion of mental and physical health** among their students, but there were also some notable areas of success. There seemed to be a high level of awareness regarding the importance of health education, with schools providing health education to students regarding the avoidance of high-risk behaviours (such as HIV/AIDS prevention and the prevention of substance abuse), and all but one providing health education to students to promote healthy daily living (e.g., nutrition, dental hygiene). Most schools were relatively neat and clean, and most provided students and staff with ongoing access to drinking water that was regularly tested to ensure that it was safe. However, few students and staff were observed to wash their hands after using latrines or before eating or handling food. Given the serious health risks associated with poor hygienic practices, a national campaign to increase hand washing should be considered.

Schools faced significant challenges in providing students with any access to physical or mental health services, including very basic routine care that can have a significant impact on student outcomes, such as vision and hearing screening. In some cases, there may be community resources available that schools could better access through partnerships or with some technical assistance. In terms of school-based risks to student mental health, although most students experienced a safe and positive peer climate at school, bullying, the social marginalization of some students, and lack of intervention by bystanders in cases of bullying all emerged as significant issues across all three states. There was little discussion of student social and emotional learning among stakeholders, so this is an area where improved sensitization could be used as a starting point for schools to identify their own issues and make use of technical assistance to address issues like bullying and marginalization of students.

There was substantial variability in the conditions of school buildings and grounds, with only some schools having safe buildings and safe outside play areas with equipment in good repair. This is an area where the SBMC and/or other school-community partnerships could be leveraged to engage the community in assisting with needed repairs at schools.

In the provision of an **affordable and accessible** education, most schools did not exclude children due to inability to pay school fees, but school heads reported that some of their students had to attend school without uniforms or school supplies because parents couldn't afford them. Forty percent of students missed at least some school to work or to help out at home, but only 10 percent had to miss 16 days or more within the last year. However, these figures may underestimate the problem because students who were out of school for just these reasons on the day of the visit would not have completed the survey. On average, classrooms had at least a 20 percent absence rate on the day of the visit. Stakeholders from all three states commented that many students were absent from school on market days. This is one area where a school-community partnership or efforts by the SBMC could work toward educating the public about the importance of children attending school every day, perhaps even approaching parents whose children are working at the market during school hours to assist them in finding a way to allow their child to attend school on market days.

In the area of **teacher capacity and morale**, Nigerian teachers reported that good professional development opportunities were available to them, and most felt that the professional development they had received had helped them to become better teachers. Teachers also reported receiving a high level of technical assistance from their school heads, and a high level of professional support from their colleagues. One in five teachers indicated that there was a low level of trust among teachers at their school, but the reason for mistrust among this subgroup was unclear.

Nearly all school heads and many parents indicated that their school provided a **family-focused environment** where parents were kept informed of what was happening at the schools, about their children's progress and any concerns regarding their child, and where parents attended school events. And most students felt that their school was a welcoming place for families like theirs, but for the one in five students who did not agree with this, the reasons were unclear.

The addition of SBMCs nationwide in Nigeria demonstrates the country's commitment to developing **community-based schools**, and most school heads reported that the community knew what was happening at the school. Nearly all schools offered students the opportunity to serve in leadership positions (e.g., student council), but only just over half provided students with any formal roles in decision-making. When students feel a sense of connectedness and ownership at their school – a sense that this is their school and that their school needs them – they become more academically engaged in school and somewhat less likely to engage in risk behaviours (e.g., see Battistich & Horn, 1997). Therefore, schools may benefit from technical assistance and support to better engage students in making decisions and gaining a sense of ownership of their school. About half of the schools had engaged in partnerships with the community to improve conditions at the school. Schools and communities may also benefit from assistance in developing long-term partnerships to meet the school's needs and/or short-term assistance to resolve a problem.

Based on Nigeria's goals for child-friendly schools, we recommend the following:

- Teachers should be provided with training, guidance and professional support to implement more positive behaviour management techniques in the classroom and to create a more respectful environment for students.

- Schools should implement a comprehensive social and emotional learning initiative across all grade levels to reduce levels of aggressive behaviour and bullying by students. Improving student social and emotional learning and behaviour would also make classrooms more manageable for teachers.

- Schools should work with their local communities to improve the safety of students travelling to and from school.

- Ongoing efforts should be made to increase the number of teachers who are trained to meet the needs of children with disabilities – perhaps both by increasing the number of new teachers who graduate with specialized degrees and by providing additional training to experienced teachers.

- A national feeding strategy for all Nigerian students would be most beneficial, but this is also an area where Nigeria's School-Based Management Committees (SBMCs) could work within the community and/or look for outside resources to provide food for all students, or at least for students who require nutritional support.

- Continued efforts should be made to improve access to education for married and/or parenting girls, perhaps through a combined approach of both reducing early marriage (requiring a broader community approach to intervention) and improving access to education through the mainstream educational system or through the provision of alternative programs.

- Few students and staff were observed to wash their hands after using latrines or before eating or handling food. Given the serious health risks associated with poor hygienic practices, a national campaign to increase hand washing should be considered.

- Schools faced significant challenges in providing students with access to physical or mental health services, and in providing the kind of basic care that can have a significant impact on student learning outcomes (such as vision and hearing screening). In some cases, there may be community resources available that schools could better access through partnerships or with some technical assistance.

- SBMCs and/or other school-community partnerships could be leveraged to engage the community in assisting with needed repairs at schools.

- The public should be educated about the importance of children attending school every day, including approaching parents whose children are working at the market during school hours to assist them in finding a way to allow their child to attend school on market days.

- Technical assistance and support should be given to schools to better engage students in making decisions and gaining a sense of ownership of their school.

- Schools and communities may also benefit from assistance in developing long-term partnerships with businesses and service providers to meet the school's needs and/or provide short-term assistance to resolve a problem.

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ACKNOWLEDGEMENTS

APPENDIX A.   SCALE CONSTRUCTION ITEMS

Table A1 Challenging Student-Centred Learning Environment scale student survey items

Q49   When students master their lessons, they are given more challenging work.

Q51   The topics we are studying at this school are interesting.

Q64   Lessons at this school are boring. (R)

Q56   Every student is encouraged to participate in class discussions.

Q59   Teachers at this school will listen if you want to explain your answers in class or on assignments.

Q67   Students are encouraged to work together in class.

Q68   Students are encouraged to share their ideas and opinions in class.

Q12   I have given up on school. (R)

Q15   I want to complete secondary school.

Q20   Adults in the community encourage me to take school seriously.

Q23   Teachers and school staff believe that *all* students can learn.

Q44   Teachers at this school expect students like me to succeed in life.

Q52   Students at this school think that it is okay to cheat. (R)

Q53   Students at this school try to do a good job on their lessons, even if they are difficult or not interesting.

Table A2 Safe and Welcoming School Learning Environment scale student survey items

GO1   Students are protected from access by unauthorized adults while at school.

GO2   Students are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).

GO3   Students are not permitted to roam the hallways or school grounds when class is in session.

GO4   Students are not permitted to leave school grounds without the knowledge and permission of school staff.

GO5   Older students do not have *unsupervised* access to younger students while on school grounds (except siblings or other close family members).

GO6   School buildings are in good structural condition.

GO7   School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.)

GO21 Students have adequate space to work and play without being disturbed by others.

IA2   Toxic materials (e.g., cleaning chemicals) are kept inaccessible to students at all times.

IA3   The school keeps a stocked first aid kit accessible at all times.

OA1   If the school is located near a road, there is a physical barrier between traffic and school grounds.

OA2   School buildings and grounds have a welcoming appearance.

OA3   Examples of student work or achievements are displayed in common areas.

OA9   Outdoor play areas and equipment are safe and in good repair.

OA10 Students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind).

Table A3 Healthy Learning Environment: Hygiene and Sanitation scale school observation items

GO8   Students and staff have ongoing, easy access to drinking water.

GO10   Functioning sinks with soap are located close to latrines.

GO12   Latrines are designed to allow students privacy.

GO13   There is an adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them.

GO14   Latrines are safe and in good repair.

GO15   Latrines are accessible to classrooms.

GO16   Latrines and sinks are clean and sanitary.

GO17   Students and staff wash their hands after using latrines.

GO18   Students and staff wash their hands prior to eating or handling food.

GO19   Functioning sinks with soap are located close to food preparation areas.

GO20   Any food prepared and served at school is prepared and stored in sanitary conditions.

IA1   The school buildings are clean.

IA4   School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust)

OA4   The school grounds are kept free of litter and garbage, except in designated containers.

OA5   The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). Any school pets are kept in sanitary conditions.

OA6   The school has a sanitary system for the disposal of waste water.

OA7   The school has a sanitary system for the disposal of latrine waste.

OA8   Smoking is prohibited on the school grounds.

Table A4 Healthy Learning Environment: Child-Centred Services scale school head survey items

Q14   This school screens students for learning disabilities, such as difficulty with reading or mathematics.

Q15   This school has teachers who have been specially trained to work with students with disabilities.

Q16   Staff from this school goes out into the community to encourage the enrollment of children with disabilities.

Q17   Staff from this school goes out into the community to encourage the enrollment of minority students,
students living in poverty, or others at risk for poor educational outcomes.

Q49   This school recruits teachers who speak the home language(s) of the students.

Q50   Students at this school have daily contact with a teacher who speaks their home language.

Q57   The school provides job-readiness skills education to all students in grades 5 and up.

Q51   The school is able to make referrals to community-based providers of medical and mental health services that are not offered by the school.

Q52   The school is able to access child welfare services and other support systems for orphans and vulnerable children.

Q54   The school provides health education to all students regarding the avoidance of high-risk behaviors (e.g., HIV/AIDS education, prevention of substance abuse).

Q55   The school provides health education to all students in the promotion of healthy daily living (e.g., nutrition, dental hygiene).

Q56   The school provides education to all students in the development of positive social and emotional skills.

Q58   Student health and development programs are adapted to meet local socio-cultural norms, values, and beliefs.

Q59   The school provides students with access to annual health examinations.

Q60   The school provides students with access to annual mental health screening.

Q61   The school provides micronutrient supplements to students who need them.

Q62   The school provides de-worming treatment of parasitic infections to students who need them.

Q63   The school provides routine vision and hearing screenings to students, and refers students to free or affordable follow-up services if needed.

Q64   The school uses height/weight screening to identify malnourished children.

Q65   The school has a feeding program for under-nourished students. *[Mark 'very true' if the program is provided to all students]*

Q66   Students have an opportunity to eat at least every 4 hours while at school.

Q68   Students are allowed access to latrines and drinking water whenever they need them (not only at specified times).

Q71   The school's water supply is checked regularly to ensure that it is always safe for drinking.

Q72   The school follows procedures to reduce the presence of disease vectors (e.g., mosquitoes) on or near school grounds.

Q76   There is at least one staff member present at all times who knows basic first aid.

Table A5 Safe, Respectful and Inclusive scale student survey items

Q24 I feel safe at my school.
Q25 I feel safe walking both to and from school.
Q26 I sometimes stay home from school because I am worried about my safety. (R)
Q30 This school is badly affected by crime and violence in the community. (R)
Q09 Students at this school help each other, even if they're not friends.
Q13 Students at this school treat each other with respect.
Q19 If students see another student being picked on, they try to stop it.
Q27 Students at this school like to put each other down. (R)
Q28 This school is being ruined by bullies. (R)
Q34 There are some students in this school who nobody talks to. (R)
Q35 There are some students at this school who everybody teases. (R)
Q36 Students at this school think it is okay to fight someone who insults them. (R)
Q42 Students at this school know how to disagree without starting a fight or an argument.
Q31 My teachers treat me with respect.
Q38 This school places a high value on understanding and respecting children's rights.
Q39 Teachers at my school say unkind things to students. (R)
Q41 Sometimes I do not want to come to school because of how the teachers treat me. (R)
Q45 Teachers at this school are interested in what students like me have to say.
Q21 I think that this school respects families like mine.
Q29 I look forward to coming to school.
Q32 Some types of students at this school are treated better than others by teachers and school staff. (R)
Q33 Both boys and girls have equal opportunities to succeed at this school.
Q43 This school is a welcoming place for *all* types of students.
Q46 When students break rules, they are treated fairly.
Q55 Adults in this school apply the same rules to all students equally.
Q63 I wish I went to a different school. (R)
Q65 The school is a welcoming and inviting place for families like mine.

Table A6 Inclusive Classroom Environment scale classroom observation items

I30 In general, boys and girls receive equal time and attention from the teacher.
I31 The teacher shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty).
I32 In general, students receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc).
I33 The teacher encourages and supports participation by struggling students.

Table A7 Student Participation scale teacher survey items

Q19 Students are involved in helping to solve school problems.
Q20 In this school, students are given a chance to help make decisions.
Q33 The principal (school director) asks students about their ideas.

APPENDIX B.   SCHOOL HEAD SURVEY ITEM-BY-ITEM RESPONSES

Table displays the percentage of the 22 participating school heads that provided each response

		Not at All True	A Little Bit True	Mostly True	Very True
6	Some students in the community are unable to attend this school because they cannot pay school fees or school costs.	72.7	27.3	0.0	0.0
7	Students at this school are informed of their rights.	0.0	9.1	27.3	63.6
8	There is a procedure in place for students to safely report instances of bullying, harassment, or harm from other students without fear.	4.5	13.6	13.6	68.2
9	There is a procedure in place for students to safely report instances of bullying, harassment, or harm from teachers without fear.	13.6	13.6	31.8	40.9
10	Boys and girls are equally permitted and encouraged to participate in school activities.	0.0	0.0	0.0	100.0
11	Boys and girls are equally permitted and encouraged to participate in academic classes.	0.0	0.0	4.5	95.5
12	Boys and girls are equally permitted and encouraged to participate in physical activity at school.	0.0	0.0	18.2	81.8
13	Some students have difficulty attending school here because of transportation problems.	27.3	18.2	18.2	36.4
14	This school screens students for learning disabilities, such as difficulty with reading or mathematics.	27.3	22.7	22.7	27.3
15	This school has teachers who have been specially trained to work with students with disabilities.	54.5	27.3	4.5	13.6
16	Staff from this school goes out into the community to encourage the enrollment of children with disabilities.	18.2	13.6	9.1	59.1
17	Staff from this school goes out into the community to encourage the enrollment of minority students, students living in poverty, or others at risk for poor educational outcomes.	4.5	9.1	31.8	54.5
18	Staff from this school makes direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's continued enrollment.	0.0	9.1	18.2	72.7
19	When students are absent from school for more than a few days, school staff makes direct contact with their families to find out what the problem is and to facilitate the child's return to school as soon as possible.	0.0	0.0	18.2	81.8
20	My school has a written policy on educating all students, regardless of race, ethnicity, gender, language, disability, or religion.	13.6	4.5	13.6	68.2
21	Pregnant and parenting students are permitted to attend this school.	77.3	13.6	9.1	0.0
22	School staff regularly keeps families informed of student progress (at least twice during the school year).	0.0	9.1	36.4	54.5
23	School staff contacts families promptly if there are concerns about a student's learning or behavior.	0.0	4.5	18.2	77.3
24	School staff talks to families about how to help their children with their academic studies.	0.0	4.5	31.8	63.6
25	School staff talks to families about child labor and children's rights.	0.0	18.2	4.5	77.3
26	All teachers, students and parents have been told about the teacher code of conduct.	4.5	18.2	27.3	50.0
27	My school has a policy on appropriate teacher-student behavior.	4.5	4.5	22.7	68.2
28	This school has a policy prohibiting the release of student information or displaying or posting student information such as exam scores for the public to see.	27.3	13.6	18.2	40.9
29	Students play a formal role in decision-making at school (for example, through student government).	13.6	22.7	31.8	31.8
30	Students at this school plan and implement community outreach activities.	13.6	27.3	31.8	27.3
31	Students at my school have opportunities to serve in leadership roles, such as a member of the student council, governing board, or prefect.	4.5	0.0	27.3	68.2

		Not at All True	A Little Bit True	Mostly True	Very True
32	This school actively informs the community about what is happening at the school at least several times a year.	0.0	0.0	9.1	90.9
33	This school provides information about what is happening at the school to families in a language and format they understand (written or oral).	0.0	0.0	9.1	90.9
34	This school provides information to all families about school policies on bullying, harassment, and physical and sexual violence to families in a language and format they understand (written or oral).	0.0	13.6	13.6	72.7
35	Teachers are given an opportunity to help plan school activities and participate in long term planning for the school.	0.0	4.5	13.6	81.8
36	This school includes community members on all decision-making and advisory committees.	0.0	4.5	13.6	81.8
37	This school provides training for community representatives on the school's decision-making or advisory committees.	18.2	18.2	36.4	27.3
38	All types of families are encouraged to participate in decision-making at this school, regardless of race, ethnicity, gender, language, disability, or religion.	0.0	0.0	18.2	81.8
39	This school has partnerships with local businesses or community organizations to support student learning.	18.2	27.3	22.7	31.8
40	The school conducts conferences with parents at least twice a year.	9.1	4.5	27.3	59.1
41	This school provides information on student progress to families in a language and format they understand (written or oral).	0.0	4.5	4.5	90.9
42	This school has an active Parent Teacher Association (PTA) or School Management Council (SMC).	4.5	0.0	0.0	95.5
43	This school holds regular teacher staff meeting on how to improve students' achievement.	0.0	0.0	4.5	95.5
44	This school conducts classroom observations of teachers.	0.0	4.5	13.6	81.8
45	This school teaches students about the history, culture, and traditions of different ethnic groups in our country.	0.0	0.0	9.1	90.9
46	Students regularly take part in activities like group projects, field trips, group brainstorming, etc.	0.0	27.3	31.8	40.9
47	Teachers in this school receive training on appropriate teacher conduct.	0.0	9.1	18.2	72.7
48	Teachers in this school have received training on how to use child-friendly methods of student discipline.	13.6	13.6	4.5	68.2
49	This school recruits teachers who speak the home language(s) of the students.	54.5	0.0	22.7	22.7
50	Students at this school have daily contact with a teacher who speaks their home language.	4.5	22.7	27.3	45.5
51	The school is able to make referrals to community-based providers of medical and mental health services that are not offered by the school.	18.2	22.7	18.2	40.9
52	The school is able to access child welfare services and other support systems for orphans and vulnerable children.	18.2	31.8	18.2	31.8
53	The school is able to teach students how to protect themselves from risks in the community.	0.0	4.5	13.6	81.8
54	The school provides health education to all students regarding the avoidance of high-risk behaviors (e.g., HIV/AIDS education, prevention of substance abuse).	0.0	0.0	9.1	90.9
55	The school provides health education to all students in the promotion of healthy daily living (e.g., nutrition, dental hygiene).	0.0	4.5	13.6	81.8
56	The school provides education to all students in the development of positive social and emotional skills.	0.0	4.5	13.6	81.8
57	The school provides job-readiness skills education to all students in grades 5 and up.	9.1	18.2	40.9	31.8
58	Student health and development programs are adapted to meet local socio-cultural norms, values, and beliefs.	4.5	9.1	40.9	45.5
59	The school provides students with access to annual health examinations.	22.7	18.2	31.8	27.3
60	The school provides students with access to annual mental health screening.	31.8	27.3	22.7	18.2

		Not at All True	A Little Bit True	Mostly True	Very True
61	The school provides micronutrient supplements to students who need them.	63.6	13.6	13.6	9.1
62	The school provides de-worming treatment of parasitic infections to students who need them.	45.5	13.6	18.2	22.7
63	The school provides routine vision and hearing screenings to students, and refers students to free or affordable follow-up services if needed.	45.5	13.6	18.2	22.7
64	The school uses height/weight screening to identify malnourished children.	45.5	18.2	22.7	13.6
65	The school has a feeding program for under-nourished students. *[Mark 'very true' if the program is provided to all students]*	68.2	4.5	0.0	27.3
66	Students have an opportunity to eat at least every 4 hours while at school.	63.6	13.6	13.6	9.1
67	Students are given a break in their studies of at least 15 minutes at least every 3 hours while at school.	13.6	4.5	27.3	54.5
68	Students are allowed access to latrines and drinking water whenever they need them (not only at specified times).	9.1	4.5	0.0	86.4
69	Teachers have a break away from students for at least 15 minutes, at least every 4 hours.	27.3	27.3	22.7	22.7
70	The school director is on site and accessible to staff and students at least half of the time.	0.0	4.5	13.6	81.8
71	The school's water supply is checked regularly to ensure that it is always safe for drinking.	9.1	9.1	9.1	72.7
72	The school follows procedures to reduce the presence of disease vectors (e.g., mosquitoes) on or near school grounds.	4.5	4.5	18.2	72.7
73	School grounds are kept free from weapons.	0.0	0.0	9.1	90.9
74	School grounds are kept free from drugs and alcohol.	0.0	4.5	0.0	95.5
75	School staff has been trained in managing emergencies that impact the school.	13.6	9.1	31.8	45.5
76	There is at least one staff member present at all times who knows basic first aid.	4.5	9.1	18.2	68.2
77	Students with disabilities are offered equal opportunities to participate in school activities.	13.6	4.5	18.2	63.6

APPENDIX C.   TEACHER SURVEY ITEM-BY-ITEM RESPONSES

Table displays the percentage of the 348 participating teachers that provided each response

		Not at All True	A Little Bit True	Mostly True	Very True
5	At this school, students and teachers get along really well.	4.0	6.3	18.7	71.0
6	Students in this school help each other, even if they are not friends.	1.7	7.8	33.9	56.6
7	This school fails to involve parents in most school events or activities.	62.9	16.4	3.7	17.0
8	At school, decisions are made based on what is best for students.	4.9	2.6	12.6	79.9
9	Teachers and students treat each other with respect in this school.	0.9	3.7	10.9	84.5
10	I trust the principal (school director) will keep his or her word.	2.6	5.5	19.8	72.1
11	At this school, it is difficult to overcome the cultural barriers between teachers and parents.	46.3	16.4	17.5	19.8
12	Teachers in this school treat each other with respect.	3.7	3.2	9.2	83.9
13	The principal (school director) and other leaders in this school make good decisions.	1.1	3.2	17.2	78.4
14	The school is a welcoming and inviting place for parents.	3.2	4.9	13.2	78.7
15	Adults in the community support this school.	4.3	14.7	19.5	61.5
16	Lots of parents come to events at this school.	4.0	17.5	29.9	48.6
17	The principal (school director) looks out for the personal welfare of school staff members.	9.5	13.2	20.4	56.9
18	Adults in the community encourage youth to take school seriously.	2.6	11.2	23.0	63.2
19	Students are involved in helping to solve school problems.	5.2	17.2	24.1	53.4
20	In this school, students are given a chance to help make decisions.	13.8	17.0	24.1	45.1
21	Adults in the community know what goes on inside schools.	6.3	14.9	23.0	55.7
22	Teachers and school staff believe that *all* students can learn.	1.1	2.3	10.6	85.9
23	Both boys and girls have equal opportunities to succeed at this school.	1.1	1.7	6.3	90.8
24	I feel safe at my school.	2.3	6.0	12.1	79.6
25	My students are safe at school.	1.7	4.3	8.3	85.6
26	This school is being ruined by bullies.	82.5	7.2	3.4	6.9
27	This school is badly affected by crime and violence in the community.	86.5	6.9	3.7	2.9
28	I am satisfied with my involvement with decision-making at this school.	4.3	7.2	21.8	66.7
29	When students break rules, they are treated fairly.	15.2	7.2	20.4	57.2
30	School staff members have a lot of informal opportunities to influence what happens here.	14.7	17.5	31.9	35.9
31	Crime and violence are or should be major concerns at school.	54.9	8.6	12.6	23.9
32	The work rules at this school make it easy for teachers to their jobs well.	1.4	9.2	16.7	72.7

		Not at All True	A Little Bit True	Mostly True	Very True
33	The principal (school director) asks students about their ideas.	6.6	15.2	18.4	59.8
34	Health issues keep students at this school from learning as much as they should.	23.9	14.9	19.3	42.0
35	Hygiene is or should be a concern at this school.	2.3	4.0	13.2	80.5
36	All students should be encouraged to participate in class discussions.	0.9	1.1	13.2	84.8
37	Inadequate nutrition keeps students at this school from learning as much as they should.	22.4	24.7	20.4	32.5
38	Classroom learning is most effective when based primarily on lectures, with students responding when called on.	19.3	12.9	23.6	44.3
39	It is the teacher's responsibility to ensure that all students in their class are successful.	0.6	2.3	7.8	89.4
40	Students can benefit academically from learning that takes place outside the classroom.	14.9	13.8	21.0	50.3
41	When teachers allow students to discuss or debate ideas in class, it takes time away from learning.	46.0	17.2	11.8	25.0
42	Students have better academic achievement in classrooms where their active participation in learning is encouraged.	0.9	1.7	12.6	84.8
43	It is the teacher's responsibility to find a way to meet the learning needs of every student in their class.	0.9	3.7	18.4	77.0
44	This school provides me with adequate resources to help *every* student in my class to succeed.	19.0	25.0	16.7	39.4
45	This school provides a sanitary environment for staff and students.	6.3	9.2	16.1	68.4
46	Teachers should not make a lot of effort to help students who are behind in their work because it takes too much time away from the other students.	57.8	14.9	11.2	16.1
47	Teachers should focus their efforts on those students who have the best chance to succeed in life.	59.8	10.1	4.9	25.3
48	I am able to speak the home language of the students in my class.	33.0	24.1	9.2	33.6
49	Teachers at this school help each other.	2.0	4.3	15.2	78.4
50	Teachers in this school trust each other.	4.3	18.1	32.5	45.1
51	Teachers at this school are given ongoing opportunities to learn better techniques through workshops, seminars, or trainings.	6.0	6.9	16.1	71.0
52	I have been provided with professional development opportunities that have helped me to be a better teacher at this school.	7.5	9.2	20.4	62.9
53	School leadership provides teachers at this school with adequate support to continually improve their teaching methods.	3.7	11.8	25.3	59.2
54	School leadership provides teachers at this school with adequate support to continually improve their relationships with all types of students.	3.4	9.5	28.4	58.6
55	Teachers at this school provide each other with helpful feedback to improve their teaching methods.	2.6	6.6	20.4	70.4
56	Students at this school have the materials they need to learn.	25.9	31.0	19.5	23.6
57	Teachers at this school have the resources they need to plan effective lessons.	17.5	27.3	25.6	29.6
58	Teachers at this school are provided with an effective curriculum to guide their teaching.	5.2	10.6	23.9	60.3
59	Teachers at this school have adequate opportunities to prepare their lessons.	2.0	5.7	17.5	74.7
60	Some types of students at this school are treated better than others by teachers and school staff.	19.0	7.2	6.0	67.8
61	This school places a high value on understanding and respecting children's rights.	3.4	5.5	18.4	72.7
62	I am unable to implement the curriculum as well as I would like because I don't have the right materials available.	27.9	22.1	17.5	32.5

		Not at All True	A Little Bit True	Mostly True	Very True
63	Families are involved in making decisions that affect this school.	22.1	15.2	21.3	41.4
64	This school is a welcoming place for all types of children.	12.1	7.8	17.2	62.9

APPENDIX D.   STUDENT SURVEY ITEM-BY-ITEM RESPONSES

Table displays the percentage of the 1,765 participating students that provided each response

		Yes	No	Not Applicable
3	Is the language that the teachers at your school use the same as the language you use at home?	27.0	73.0	—
4	Is the religion you practice at home the same as most other students at your school?	56.4	41.8	1.7

		Mostly Excellent	Mostly Good	Mostly Fair	Mostly Poor/ Failing
5	What kind of grades do you usually get?	39.1	51.8	5.8	3.2

		Yes	No
6	Do you expect to continue your education next year?	93.8	6.2

		Never	Less than Once per Month	Once per Month or More
7	During the past year, how many days did you miss school *without permission from the school or from your family*?	61.5	27.3	11.2

		Never	15 Days or Less	16 to 30 Days	More than 30 Days
8	During the past year, how many days did you have to miss school in order to work or to help out at home?	61.0	29.7	4.7	4.7

		Not at All True	A Little Bit True	Mostly True	Very True
9	Students at this school help each other, even if they are not friends.	12.3	12.7	14.8	60.1
10	At school, decisions are made based on what is best for students.	9.3	8.0	12.7	70.0
11	I can talk with at least one adult at school about things that are bothering me.	16.4	9.3	17.9	56.4
12	I have given up on school.	47.2	7.8	10.3	34.7
13	Students at this school treat each other with respect.	15.8	11.3	13.1	59.8
14	The principal (school director) and other leaders in this school make good decisions.	8.2	5.3	9.4	77.1
15	I want to complete secondary school.	8.9	4.6	9.4	77.2
16	In this school, students are given a chance to help make decisions.	13.8	10.1	18.7	57.3
17	Teachers at this school really care about students like me.	10.4	6.5	17.0	66.1
18	Students are involved in helping to solve school problems.	12.4	9.6	17.4	60.6
19	If students see another student being picked on, they try to stop it.	16.2	9.3	18.7	55.8
20	Adults in the community encourage me to take school seriously.	8.2	6.7	13.1	72.1
21	I think that this school respects families like mine.	10.5	8.3	16.3	64.8
22	My family knows what goes on inside this school.	18.8	13.0	17.0	51.2

		Not at All True	A Little Bit True	Mostly True	Very True
23	Teachers and school staff believe that *all* students can learn.	10.9	6.8	12.8	69.6
24	I feel safe at my school.	11.5	7.2	13.3	68.0
25	I feel safe walking both to and from school.	17.6	9.7	16.4	56.2
26	I sometimes stay home from school because I am worried about my safety.	47.3	12.7	12.6	27.4
27	Students at this school like to put each other down.	44.1	13.7	14.9	27.3
28	This school is being ruined by bullies.	48.3	13.7	13.4	24.6
29	I look forward to coming to school.	13.8	6.6	10.8	68.8
30	This school is badly affected by crime and violence in the community.	48.8	13.0	12.5	25.8
31	My teachers treat me with respect.	14.4	8.6	12.8	64.2
32	Some types of students at this school are treated better than others by teachers and school staff.	40.6	10.9	15.9	32.6
33	Both boys and girls have equal opportunities to succeed at this school.	18.9	8.8	11.0	61.3
34	There are some students in this school who nobody talks to.	53.0	11.0	10.1	25.9
35	There are some students at this school who everybody teases.	44.9	12.9	11.9	30.4
36	Students at this school think it is okay to fight someone who insults them.	56.3	12.7	8.9	22.1
37	This school does a good job teaching students what they really need to know in life.	10.0	3.5	7.2	79.3
38	This school places a high value on understanding and respecting children's rights.	12.1	5.1	11.5	71.3
39	Teachers at my school say unkind things to students.	60.2	10.1	10.5	19.2
40	I feel safe everywhere at my school.	15.7	9.9	11.6	62.8
41	Sometimes I do not want to come to school because of how the teachers treat me.	60.5	9.9	8.6	21.1
42	Students at this school know how to disagree without starting a fight or an argument.	35.4	10.9	15.7	38.0
43	This school is a welcoming place for *all* types of students.	13.5	7.0	9.6	69.9
44	Teachers at this school expect students like me to succeed in life.	11.9	6.2	9.6	72.2
45	Teachers at this school are interested in what students like me have to say.	13.2	7.7	16.5	62.5
46	When students break rules, they are treated fairly.	18.2	12.3	15.5	56.9
47	This school does *not* try to help students who are behind in their work to catch up.	51.4	8.4	8.8	31.5
48	My teachers give me feedback on my assignments that help me to improve my work.	12.4	6.9	10.3	70.4
49	When students master their lessons, they are given more challenging work.	12.3	5.6	12.8	69.2
50	This school does a good job in preparing students to continue on for more education after they graduate.	10.3	5.4	9.8	74.5
51	The topics we are studying at this school are interesting.	12.2	6.3	13.1	68.4
52	Students at this school think that it is okay to cheat.	61.6	8.9	10.0	19.5

		Not at All True	A Little Bit True	Mostly True	Very True
53	Students at this school try to do a good job on their lessons, even if they are difficult or not interesting.	11.9	10.1	15.3	62.7
54	Adults in this school are usually willing to give students extra help.	9.9	6.6	16.5	67.0
55	Adults in this school apply the same rules to all students equally.	13.3	8.7	15.6	62.5
56	Every student is encouraged to participate in class discussions.	15.0	7.6	12.3	65.0
57	Teachers notice if I am having difficulty with my lessons.	15.2	8.4	15.4	61.0
58	Teachers give students opportunities to improve their work if they do poorly on an assignment.	11.6	8.3	11.7	68.3
59	Teachers at this school will listen if you want to explain your answers in class or on assignments.	10.1	6.1	12.7	71.1
60	Students at this school have the materials they need to support their learning.	18.9	14.8	19.5	46.8
61	Sometimes I am too hungry to pay attention in school.	38.9	14.2	17.4	29.5
62	I can talk to teachers or other adults at school if I am having problems in class.	12.0	6.4	12.2	69.4
63	I wish I went to a different school.	50.1	7.2	8.9	33.8
64	Lessons at this school are boring.	62.6	7.4	7.0	22.9
65	The school is a welcoming and inviting place for families like mine.	12.4	6.3	9.8	71.6
66	Families like mine are involved in making decisions that affect this school.	22.2	8.9	12.1	56.8
67	Students are encouraged to work together in class.	11.7	6.8	8.7	72.9
68	Students are encouraged to share their ideas and opinions in class.	13.1	6.7	12.0	68.2
69	It is difficult for students like me to get extra help from teachers.	47.5	13.0	10.1	29.4
70	The principal (school director) asks students about their ideas.	17.8	8.0	12.2	62.0

APPENDIX E.   SCHOOL OBSERVATION ITEM-BY-ITEM RESPONSES

Table displays the percentage of the 22 observed schools that received each rating

		Not at all True	Somewhat True	Very True
Outdoor Areas				
1	If the school is located near a road, there is a physical barrier between traffic and school grounds.	15.0	30.0	55.0
2	School buildings and grounds have a welcoming appearance.	0.0	42.9	57.1
3	Examples of student work or achievements are displayed in common areas.	22.2	27.8	50.0
4	The school grounds are kept free of litter and garbage, except in designated containers.	5.0	25.0	70.0
5	The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). Any school pets are kept in sanitary conditions.	0.0	14.3	85.7
6	The school has a sanitary system for the disposal of waste water.	5.0	35.0	60.0
7	The school has a sanitary system for the disposal of latrine waste.	0.0	40.0	60.0
8	Smoking is prohibited on the school grounds.	4.8	28.6	66.7
9	Outdoor play areas and equipment are safe and in good repair.	0.0	52.6	47.4
10	Students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind).	25.0	20.0	55.0
11	All outdoor play areas are accessible to students with physical disabilities.	11.8	23.5	64.7
Indoor Areas				
1	The school buildings are clean.	0.0	28.6	71.4
2	Toxic materials (e.g., cleaning chemicals) are kept inaccessible to students at all times.	0.0	38.1	61.9
3	The school keeps a stocked first aid kit accessible at all times.	9.5	42.9	47.6
4	School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust)	0.0	21.1	78.9
General Observations				
1	Students are protected from access by unauthorized adults while at school.	0.0	23.8	76.2
2	Students are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).	0.0	25.0	75.0
3	Students are not permitted to roam the hallways or school grounds when class is in session.	0.0	9.5	90.5
4	Students are not permitted to leave school grounds without the knowledge and permission of school staff.	0.0	20.0	80.0
5	Older students do not have *unsupervised* access to younger students while on school grounds (except siblings or other close family members).	5.3	31.6	63.2
6	School buildings are in good structural condition.	0.0	33.3	66.7
7	School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.)	10.5	36.8	52.6
8	Students and staff have ongoing, easy access to drinking water.	15.0	15.0	70.0

		Not at all True	Somewhat True	Very True
9	Drinking water is accessible to students with disabilities.	16.7	33.3	50.0
10	Functioning sinks with soap are located close to latrines.	27.8	38.9	33.3
11	Latrines and sinks are accessible to students with disabilities.	21.4	21.4	57.1
12	Latrines are designed to allow students privacy.	0.0	35.0	65.0
13	There is an adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them.	6.3	37.5	56.3
14	Latrines are safe and in good repair.	5.0	25.0	70.0
15	Latrines are accessible to classrooms.	5.0	40.0	55.0
16	Latrines and sinks are clean and sanitary.	10.0	45.0	45.0
17	Students and staff wash their hands after using latrines.	5.3	63.2	31.6
18	Students and staff wash their hands prior to eating or handling food.	0.0	72.2	27.8
19	Functioning sinks with soap are located close to food preparation areas.	20.0	53.3	26.7
20	Any food prepared and served at school is prepared and stored in sanitary conditions.	0.0	60.0	40.0
21	Students have adequate space to work and play without being disturbed by others.	0.0	20.0	80.0
22	All school buildings and classrooms are accessible to students with physical disabilities.	6.7	26.7	66.7
23	Students with disabilities are grouped with non-disabled students whenever possible.	7.1	28.6	64.3
24	Students are *not* separated into different groups for instruction or school activities based on cultural or social background (with the exception of language instruction or transitional programs if needed).	0.0	12.5	87.5

APPENDIX F. CLASSROOM OBSERVATION ITEM-BY-ITEM RESPONSES

Table displays the percentage of the 39 observed classrooms that received each rating

		Not at All True	Somewhat True	Very True
1	The classroom is protected from the elements (solid roof, walls, and floor).	0.0	20.5	79.5
2	The classroom has adequate ventilation.	0.0	20.5	79.5
3	The classroom is a comfortable temperature.	0.0	18.4	81.6
4	The classroom lighting is adequate for students to work.	7.7	28.2	64.1
5	The classroom is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor).	2.8	27.8	69.4
6	Outside noise does not affect communication within the classroom.	0.0	26.3	73.7
7	Students each have sufficient space to work.	2.6	33.3	64.1
8	Students each have a chair or bench to sit on while working.	0.0	22.2	77.8
9	Furniture is of the right size for students to work comfortably.	0.0	15.8	84.2
10	There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats.	0.0	7.7	92.3
11	Posters, artwork, or maps (commercially produced or handmade) appear on the walls of the classroom.	17.9	23.1	59.0
12	There are examples of student work or projects visible in the classroom.	27.0	40.5	32.4
13	The teacher presents lessons in a well-prepared and organized manner.	0.0	27.0	73.0
14	The teacher maintains an engaging class, without pressuring the students.	0.0	22.2	77.8
15	The teacher facilitates discussions among students.	11.1	22.2	66.7
16	The teacher gives the students the opportunity to present their work to the rest of the class in groups or on their own.	0.0	50.0	50.0
17	The teacher asks questions that facilitate higher order thinking activities (e.g., application, analysis, synthesis, and evaluation, etc).	5.4	21.6	73.0
18	The teacher relates information presented in the lesson to students' lives outside of the classroom, or to life skills or social emotional learning.	0.0	27.8	72.2
19	While the students are working, the teacher moves around the classroom to provide support and guidance.	2.9	20.6	76.5
20	The teacher addresses students by name.	0.0	28.6	71.4
21	The teacher communicates both verbally and nonverbally in a positive and friendly manner.	0.0	11.1	88.9
22	The teacher interacts with the students in a respectful manner.	0.0	29.7	70.3
23	The teacher uses positive methods to manage student behavior.	2.8	19.4	77.8
24	The teacher adapts lessons for student with special learning needs.	0.0	53.8	46.2
25	The students pay attention when the teacher gives them instructions.	0.0	8.1	91.9
26	The students ask the teacher questions.	9.1	45.5	45.5
27	The majority of the students participate in class activities.	0.0	30.6	69.4

		Not at All True	Somewhat True	Very True
28	The students spend little time (less than 20%) copying the lesson literally from the textbook or chalkboard into their notebooks.	2.9	22.9	74.3
29	The students interact with the teacher in a respectful manner.	0.0	8.1	91.9
30	In general, boys and girls receive equal time and attention from the teacher.	0.0	8.3	91.7
31	The teacher shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty).	0.0	11.4	88.6
32	In general, students receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc).	0.0	37.9	62.1
33	The teacher encourages and supports participation by struggling students.	0.0	44.0	56.0