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The female teacher trainee scholarship scheme: operational research study for UNICEF Girls Education Project Phase 3 (GEP3)

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EDOREN

Education Data, Research and Evaluation in Nigeria

Operational Research Study of the UNICEF GEP3 Female Teacher Trainee Scholarship Scheme

(EDOREN OR2 Study)

12 December 2014

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Executive summary

Background

This report presents the details of the first operational research study in Workstream 2 (OR2) of the Education Data, Research and Evaluation in Nigeria (EDOREN) programme. The report focuses directly on the Female Teacher Trainee Scholarship Scheme (FTTSS). This initiative is a core component of the Girls' Education Project, Phase 3 (GEP3), which is funded by the UK government's Department for International Development (DFID).

Operational research brings together concerns about theoretical, conceptual and practical issues related to the processes and outcomes of a given programme and/or its constituent strategies. It may be described as a research effort that captures and explores how different stakeholders are involved in an intervention programme, what their experiences and views of the programme are, and how or whether the programme (or component) might be developed to best achieve its objectives (outputs, impacts and outcomes). In this sense operational research may be both formative and summative, but most importantly it provides the basis for all stakeholders, from funders to implementing agencies, educational administration bodies, educational institutions, individual staff, awardees, communities and researchers, to learn. The cross-sectional data collection and analysis presented in this report touch on the multiple layers of the FTTSS, so as to consider the complexities of the scheme's structure, relationships and outcomes.

The research

The operational research into the FTTSS was specifically carried out as a collaborative engagement with UNICEF. Research capacity-development was also built into the research, so that data collection and analysis have been achieved through a team approach led by the Centre for International Education (CIE) at the University of Sussex, in collaboration with the EDOREN team, UNICEF, and a small team of early career Nigerian researchers.

The main intended impact of GEP3 is described in the logframe as supporting the achievement of an improved social and educational position for girls and women in Bauchi, Katsina, Niger and Sokoto and Zamfara States. Within this overall objective, the FTTSS was devised to achieve 'increased and more effective participation of women in providing education' (GEP3, Output 4), as well as – more indirectly and in the longer term – to increase the proportion of girls enrolling in rural primary schools. More specifically, the FTTSS aims to increase the number of female teachers in rural areas by awarding scholarships to selected women from villages to train for the National Certificate in Education (NCE) at a state college of education (CoE), on the condition that they accept a bond to teach in a rural school for a minimum of two years upon completion of their training.

The scheme was initially established as part of GEP II in 2008 in four northern states, Bauchi, Katsina, Niger and Sokoto, and has recently been initiated in Zamfara State. The research team collected empirical data in a sample of two of the five GEP3 states, namely Bauchi and Niger. A mixed-methods approach was designed to explore four main research questions:

1. How has the FTTSS scheme been operationalised?

2. How successful has it been in getting trained female teachers into schools?
3. What are the key barriers to programme completion, posting and retention in the beneficiary schools?
4. What alternative strategies might constitute a better pathway to achieve GEP3 Output 4 (increased and more effective participation of women in providing education)?

The data were collected from documents, individual interviews, group interviews and observations. The design, instruments, ethical review and processes of the research were initiated by CIE and agreed in consultation with EDOREN and UNICEF, together with state lead researchers and research teams, as well as other national, regional, state-level and CoE personnel. The instruments were reviewed through pilot data collection and analysis in advance of commencement of the main research. The whole research process was punctuated by consultations with UNICEF, two research workshops, multiple Skype meetings and numerous email communications. The strong supportive link between CIE and the EDOREN Abuja office was vital to the preparation and accomplishment of this research.

While all efforts have been made to ensure high-quality ethical research practices, caution is needed in interpreting and drawing implications from this small study. Some of the limitations of the research are listed here:

- It is important to recognise that the findings reported are based on a specific sample and caution should be used in moving from the specific findings to broader generalisation.
- Carrying out data collection within a short time-frame always presents logistical challenges that inevitably have an impact on access to respondents, in terms of both their availability and whether they are amenable to responding to the research agenda. It is difficult to build a rapport and to explore a subject deeply in a short period of time.
- Logistical and communications challenges impacted on the research in various ways, including the fact that there was inadequate time for the initial research training and the analysis workshops. Under-developed research and practical skills, as well as the large distances travelled by researchers, especially in Bauchi, all used up valuable researcher time. In retrospect, not enough time/researcher days were allocated to the two research teams.
- The proficiency of the respondents in the English language not only produced ambiguity in meanings but made data collection more difficult and time-consuming.
- Overcrowding in the research contexts often made observational data difficult to gather, especially in relation to the FTTSS trainees' experiences in the CoEs.
- The dual purposes of the operational research – to produce research findings and to build research capacity – produced some tensions across the multiple stakeholder groups and researchers involved. This is, however, a vital part of the learning process for all parties involved.

Findings

Operationalisation of the FTTSS

This section responds mainly to the first research question:

How has the FTTSS scheme been operationalised?

Advocacy

- Advocacy messages regarding the FTTSS were channelled through collaborations among UNICEF, the various SUBEBs, the LGAs and LGEAs, the School-Based Management Committees (SBMCs), and other community leaders. These messages tended to focus on the examination selection criteria, with less emphasis being placed on other criteria, including candidate location, socioeconomic status, indigeneity and the bond to teach for two years in a rural school. Details of the programme and the financial aspects of the award were less clearly communicated.
- Information on the FTTSS was transmitted most commonly by word of mouth by friends and relatives working in local government, rather than by other means. The use of media for advocacy was uneven, and in one state was under-exploited.

Application and selection process

- Formal procedures for application to the FTTSS were not widely used. Individual candidates usually submitted their education qualification certificates and indigene certificates informally, through the person who had informed them about the FTTSS.
- The identification and application processes were followed by a multi-stage screening process starting at the LGEA, where qualifications were checked, through to the SUBEB, and finishing with a CoE entrance examination, which was used as the basis for admission.
- There were several cases in which the FTTSS trainees did not comply with the selection criteria with respect to the qualifications achieved, poverty level, rural community residence, or indigeneity. Personal and political interests were cited as factors that influenced the identification of, and selection process for, FTTSS candidates.
- Research evidence for Bauchi in the literature suggests that it is very unlikely that many females, let alone the rural poor, will achieve the minimum qualifications required for CoE and FTTSS entry.

Finance

- Funds for the FTTSS were initially committed by both state bodies and UNICEF, and also by the LGAs in Niger State. In Bauchi, the state has contributed the larger proportion, whereas in Niger the LGEAs have funded the most scholarships and the state no longer provides direct funding. The number of scholarships provided by the government has recently declined, while those from UNICEF have increased.
- The flow of FTTSS funds to both trainees and CoEs was either slow or blocked, and some funds remain unpaid. The poor funding flows for the FTTSS mostly affected those funded by the government, while awardees funded by UNICEF were more often paid on time.
- A wide range of respondents reported that the FTTSS stipend and other benefits were not adequate to support awardees' studies and daily needs.
- Despite not receiving the dedicated FTTSS funds, the CoEs continued to admit FTTSS trainees.

College administration

- Little learning and personal support was provided by the colleges specifically for the FTTSS trainees, beyond the induction sessions at the start of the programme. The FTTSS coordinators and learning specialists were said to be available but they mainly dealt with administrative and financial issues.
- Mentorship schemes and plans to provide English language and learning support were planned as developments for college provision but were barely operational at the time of the research.
- Teaching practice (TP) was negatively affected by the lack of funds and insufficient lecturers. This meant that trainees were not supervised in school as often as they should have been and in one state the recommended TP period within the NCE programme was not fulfilled.

Teacher deployment

- The bureaucratic system for teacher deployment involves SUBEBs as well as LGAs, LGEAs and schools. As a result of this context and the lack of dedicated funding for new staff salaries, the number of FTTSS graduates appointed in rural communities has been disappointing.
- The intention to post FTTSS graduates back to their communities has been open to interpretation, resulting in some not being posted to schools in their own communities but being offered posts in (other) rural schools in their own LGA or elsewhere, or to urban schools. This reveals operational confusion about the purpose of the FTTSS and the conditions of the bond.
- Some FTTSS graduates were already teaching before they were awarded a scholarship, thereby potentially reducing the effect of the FTTSS on increasing the number of female teachers in rural schools.
- Some FTTSS graduates have been posted to urban or semi-urban schools.

Tracking of graduates

- There was limited and patchy tracking of FTTSS graduates. Some records were held by UNICEF and LGEAs but this was not supported by tracking by the SUBEBs or CoEs. Dropouts and unposted graduates reported they had not been followed up.

Monitoring and evaluation of the FTTSS programme

- Monitoring and evaluation (M&E) of the FTTSS programme was weak. Although responsibilities regarding M&E were described by some stakeholder groups there was no evidence that these were operational. FTTSS recipients confirmed that they had not been approached for their views on aspects of the programme.

UNICEF and government collaboration

- There were several examples of collaborative groups in which UNICEF, CoEs and state and local government staff (SUBEB, LGA, LGEA) met. SMOEs were largely not involved.

- The effects of these collaborations on the implementation of the FTTSS were limited by bureaucratic bottlenecks, and, in some cases, the apparent lack of political will at governmental levels, particularly with regard to financial matters.
- The most productive collaboration was between UNICEF and CoE staff – usually in relation to the training programme.

Indicators of effectiveness

This section refers mainly to the second research question:

How successful has the FTTSS been in getting trained teachers into schools?

Access and enrolment

- As at April 2014, 7,810 females had been awarded scholarships across the five states since 2008/09, with the GEP funding 2,411 awardees (31% of the total).

College completion

- There are disconcertingly high proportions of dropouts and low pass rates for FTTSS awardees, in both case study states. With only two cohorts having passed through the scheme there are no discernible patterns, and completion rates vary between 9% and 72%.
- Course repetition is a threat to completion, with survey data revealing repetition rates of more than 70% in both states and 31% of trainees repeating four to eight courses.
- Trainees reported that the strongest threats to course completion are financial as the funds are either too low to cover learning and living needs or disbursements are delayed.
- Academic concerns were regarded by some respondents, including awardees who had dropped out, as the main reason for dropout and failure to complete. Problems include: the courses being too difficult; the trainees lacking study skills and proficiency in English; and/or the trainees being forced to study subjects they did not want to – all of which lead to exam failure and repetition.
- Family and domestic concerns were also cited as a cause for non-completion. These include marriage, pregnancy and restrictions imposed by families/husbands.

FTTSS graduate deployment

- The lack of quality data and tracking has produced a range of figures for graduate deployment. The reported proportions of graduates deployed have changed over the period of fieldwork, moving from 58% to 82% (November 2013) and then to 87% (April 2014). Although data for Bauchi have remained constant all other states have amended returns, which in part may be due to ambiguities regarding what constitutes a rural school. Data on the school type, especially with respect to whether it is in an urban/rural location, are fundamental pieces of tracking information given the purpose of the FTTSS.

Professional retention and career aspirations

- A majority (84%) of trainees expressed the intention to fulfil their bond commitment to teach in a rural school for two years after graduation. While 94% of respondents indicated a commitment to teaching for two or more years, only 31% plan to teach for six or more years.
- At the same time, 38% of trainees said that being offered a better job ‘might prevent’ them from fulfilling the bond; others said that because their family does not live in a rural area, they could not live in a village on their own (23%), or commute to a village school each day (17%). 22% identified the bond as a potential threat to their marriage aspirations.
- Graduate awardees already in rural schools were positive about their jobs.

Community impact

- There was sparse evidence of specific community impacts but there was evident widespread appreciation of the FTTSS scheme and its positive impact on schools and community members, as well as the projected position of women in society.
- Although there are indications of some increases in school enrolments of girls the relationship between these increases and the FTTSS is difficult to establish. This is because FTTSS graduates were deployed to schools that already had a majority of female teachers, or to schools that already had increased enrolments of girls even with a majority of male teachers. In addition, the widely fluctuating picture for enrolments undermines confidence in the quality of the available data.
- There are examples of FTTSS graduates being welcomed and supported in their rural schools by the head teacher and community members. Examples were also provided of ways in which the FTTSS graduates were having a positive impact on the quality of teaching in the school, and of their energy in actively encouraging parents in the community to send their children to school.

The experience of trainees

This and the following section address the third research question:

What are the key barriers to programme completion, posting and retention in the beneficiary schools?

Academic experiences in college

- Although trainees were happy and positive about being in college they thought that there was a need to improve learning resources (books and computers) and to reduce overcrowding in classes. They also felt that some staff regarded them as weaker or more lazy students.
- Efforts had been made to improve college infrastructure, especially with regard to accommodation. However, there was evident overcrowding in the college lecture halls, making it difficult for all students to sit or to see and hear the lecturer. This has obvious negative implications for the quality of teaching and learning, and the capacity of the lecturers to respond to individual student concerns.

- The teaching and learning style in colleges presented difficulties for the FTTSS students, which might have been dealt with through the provision of training in relation to study skills and the English language. However, these two areas were not covered in the two induction sessions provided by the colleges.
- The absence of any operational mentorship for FTTSS students was exacerbated by their sense that the lecturers were unsupportive.
- The strategies described by trainees to meet academic demands included coming to college early, attending lectures, forming reading groups, reading handouts and completing their assignments.
- Most of the FTTSS trainees enjoyed learning practical teaching skills, although observations revealed that most lectures were teacher-centred, without practical elements, and were largely non-participatory. Neither teaching aids nor textbooks were observed to be in use and very little time was given for student questions.
- FTTSS students expressed dissatisfaction regarding the 'excessive' number of courses on the programme, the lack of consultation about which courses they should study, and the cost of learning materials. It was also reported in one state that some lecturers threatened to deduct marks from students if they did not purchase the materials.
- TP is a compulsory and core part of the NCE programme, but supervision of the trainees suffers from a lack of funds for transport and a shortage of lecturing staff. This negatively influenced the placements (which tended to be in more urban schools) and the number of supervision visits paid to the trainees.

Non-academic experiences in college

- Financial difficulties are a major concern and a source of anxiety for many FTTSS awardees, both in terms of the inadequacy of the scholarship and the delays or non-payment of the stipend. In the survey, 46% of respondents said that financial problems posed a threat to their completing the course.
- Accommodation was a key concern for awardees. The shortage of on-campus accommodation left trainees worse off in terms of rent, transport costs, and time taken to travel to college. Some walked long distances to save their stipend and, as a result, they often arrived late and tired for lectures; some occasionally missed lectures altogether.
- The trainees were generally satisfied with water, electricity and the quality of the accommodation, although there were concerns about sanitation and kitchen facilities. A minority of trainees also referred to inadequate places for worship, shops, and health and childcare facilities.
- Safety was also a concern, with 20% of respondents reporting that they felt unsafe in college and over 60% feeling unsafe in their accommodation. Although lighting at night and security men were in place, almost a fifth (17%) of respondents identified inadequate security as a difficulty and almost half (47%) said life in college would be better with improved security. The lack of security in some places of accommodation and the lack of safety when travelling between lodgings and campus made awardees vulnerable to intimidation by 'bad boys', robbery, sexual harassment, rape and violence. Sexual and other unspecified forms of harassment in college by lecturers, other staff and male students were reported by 34% of female awardees. 13% of survey respondents reported that lecturers demanded sexual favours and these were also alluded to in interviews.

- Although there were structures in place to deal with such grievances, as specified in the college student handbook, awardees seemed generally unaware of grievance procedures beyond being encouraged to report any problems to the FTTSS office.
- Transport was highlighted as a problem with respect to travel to college and during TP, particularly as transport costs were necessary for college and TP attendance but were not explicitly included in the stipend budget.
- In some cases, family life – including marriage, having children, and a lack of support by the family/husband – was identified as a barrier to women’s access to the FTTSS, course completion and retention in the teaching profession. In other cases, family support was said to have a positive influence on course completion.

School experience of trainees

- FTTSS graduates were generally positive about their jobs, felt they were coping with the challenges, and were convinced of their positive impact in the community.
- FTTSS graduates’ teaching methods included predominantly whole-class teaching, repetition and copying off the board. A few graduates also used individual questions, teaching aids, group work and Hausa to help pupils learn.
- Poor school and classroom conditions, large class sizes, a shortage of teaching materials and a lack of continuing professional development (CPD) opportunities are a potential threat to long-term retention of FTTSS graduates.

Barriers to effective implementation

Advocacy

- Advocacy messages are not reaching the poor young women in rural areas who are the target population for the FTTSS opportunities. Some information is partial and key stakeholders in rural communities are not targeted by advocacy messages.
- Advocacy efforts in relation to political and educational leaders appear limited even though they offer the potential for better leverage to improve operations, especially with respect to funding and FTTSS graduate deployment.

Selection

- The process of selection is long-winded, labour-intensive and bureaucratic. At the same time there is no official application form (except at college level) or available documents that describe the official criteria for selection.
- It is evident that many FTTSS awardees do not fulfil the selection criteria. It is also clear that the target group for the FTTSS – namely poor, female, rural indigenes – is unlikely to have the basic educational qualifications needed to be considered for the scheme.
- The lack of confidence in the examination qualifications claimed by candidates has led to a multi-stage vetting and selection process. However, school examination passes evidently have low predictive validity in CoE examinations.

Funding

- Problems with funding are a key barrier to the success and sustainability of the FTTSS. The absence of mechanisms to ensure that financial commitments associated with the FTTSS are honoured remains a threat to the scheme. In addition, it is widely recognised that the funding allocations are insufficient for the colleges and individual trainees involved in the FTTSS.
- Awardee and college costs are not paid in a timely or consistent manner. The non-standardised processes across different funders (UNICEF/SUBEBS/LGEAs) have resulted in different routines and practices for disbursement. Although both CoEs and individual trainees tend to carry on despite these payment issues, there are knock-on effects on teacher education quality, especially in relation to trainees' attendance at lectures, supervision of TP and the purchase of learning materials and books.

College environment

- The poor conditions in colleges, which include overcrowded classrooms and a lack of student support and access to learning materials, are not conducive to learning. These conditions mean that the often underqualified students struggle to cope with the academic demands of the course, and this ultimately contributes to low completion and high repetition rates.
- Problems with trainees' language and study skills, difficulties in note-taking and limited participation in lectures also contribute to difficulties in learning that have resulted in many students failing and having to re-sit courses. The year-long waits to re-sit courses present another threat to completion.
- Problems with funds, travel costs, accommodation, safety, and sexual or other types of harassment were commonly reported and these make survival in college difficult.

Deployment

- The heavily bureaucratic process of deployment, which is the responsibility of state education bodies, local government and schools, is a key barrier for the FTTSS and the realisation of Output 4. Not only were some FTTSS graduates still not posted two years after graduation, some were posted to urban schools and some who were posted to rural areas were not posted to schools in *poor* rural locations which had more male than female staff.

Research, data and tracking

- The absence of systematic M&E has meant that the project is without a baseline and without the means to make a formative or summative evaluation of progress. The absence of statistics regarding the context and the programme has adversely affected the measurability of the FTTSS's operations, outputs and impact.
- The use of research is critical when constructing an intervention. Research evidence from other programmes and contexts from literature reviews or contextual summaries can provide important advanced learning, as well as evidence to support the logic of intervention activities and the theory of change (TOC).

Communication and collaboration

- The operation of the FTTSS depends on a network of relationships with multiple stakeholders, which has presented organisational and logistical difficulties in regard to arranging meetings. It has also resulted in uneven communication and involvement of the different parties.
- Lines of authority, responsibility and accountability in relation to the GEP and the FTTSS are somewhat blurred, in ways that hamper communications, decision-making and points of leverage. This combines to form a key operational barrier to FTTSS.

TOC and logframe

- The effects of FTTSS on the GEP3 impact are difficult to substantiate and the indicators relate less directly to those for Output 4, within which the FTTSS is located.
- Both the GEP3 logframe outcomes and the TOC flow chart associate the FTTSS with increases in girls' enrolment in schools. The evidence of the research and the literature review, however, casts doubt on the assumption that more women teachers in schools produce increased female pupil enrolment.
- It is evident that the three assumptions behind Output 4 are unfounded.

Alternative strategies to achieve GEP3 Output 4

- Very few suggestions regarding alternatives emerged from the research. Many respondents regarded the FTTSS as successful because it has raised the public profile of women as teachers and workers in rural areas; because it has helped raise awareness about the importance of sending girls to school; and because they *believe* it is helping to increase the number of girls enrolling in school.
- Many called for efforts to sustain and increase the work of UNICEF in the FTTSS and in GEP3. The involvement of UNICEF has inspired a higher degree of trust in the fairness and delivery of elements of the FTTSS and GEP3. This was especially highlighted in relation to financial matters.
- Other project amendments suggested included: more targeted advocacy; community mobilisation as well as advocacy for the scheme; the development of a points system for admissions; a change in the criteria so that more qualified teachers are posted to rural areas and not necessarily to their own communities; expansion of the programme to include poor women from urban areas; the use of a formal application form; admission of all FTTSS awardees to a pre-NCE1 course; systematic mentoring; tailored language and study skills programmes; more pressure on the release of funds; greater involvement of the SMOEs; systematic M&E; student tracking; and improved academic and non-academic infrastructure in college.

Conclusions

Achievements

- The evidence of the research suggests that the assumptions of both the TOC and logframe have not been borne out. Notwithstanding some increases in girls' primary

school enrolments, the intuitive linking of these increases to the presence and proportion of female teachers in schools is tenuous. Without the support of any data, analysis, or indeed a wider-scale realisation of the FTSS so as to increase the number of female teachers in rural schools, these assumptions should remain under critical review.

- The positive effects of the FTSS in highlighting the potential for women to take up higher-level studies, wage labour and public responsibilities in rural areas have been widely acknowledged.

Structures and operations

- The FTSS is a complex scheme that involves multiple organisations and personnel, which make it cumbersome. In particular, lines of authority, responsibility and accountability in the programme are blurred. The capacity of UNICEF to provide leverage that generates an operational response is thus seriously undermined. This is especially evident in relation to funding commitments and funding flows, which are largely the responsibility of state and/or local government educational administration.
- The FTSS depends on the operational resources, the practices of institutions and duty bearers, and the capacities of existing participating organisations (CoEs, SUBEBs, etc.), which UNICEF has neither the power nor the remit to change or consistently influence. This has serious implications for all elements of the scheme.
- Little operational focus, follow-up or support has been devoted to graduates as new teachers once they are posted and in the early career period. This threatens one central purpose of the FTSS.

Sustainability

- It is largely the case that the target population for the FTSS is neither recruited nor does it complete training. In addition to the difficulties of recruiting appropriately qualified rural women, there are problems with transparency, funding, the quality of learning, conditions in colleges and in schools, and, more generally, with communications, accountability and operational dynamics. These present serious challenges to the sustainability of the FTSS in its current operational format, and to the hopes of increased SUBEB responsibility for the scheme.

Data and M&E

- There is a general absence of programme monitoring and what little there has been has not been fully utilised to reflect on or inform programme operations or developments. Many of the operational difficulties might have been highlighted by periodic data collection and analysis, and this is an important step in raising concerns and then developing formative strategies to address them.

Using evidence for programme development

- The construction and development of intervention and practice initiatives should always capitalise on the learning about, and research undertaken regarding, the key substantive concerns within and beyond the specific context of implementation. Literature reviews

and contextual summaries provide evidence to critically evaluate and support the logic for policy and practice interventions.

- Collaborative research engagements can also provide important opportunities for capacity developments within academic and professional institutions, as well as among funding and implementing organisations. If the work of reflective practitioners and educational problem-solvers within learning organisations in research projects is followed by their engagement in projects that are informed by research evidence and experience, it represents a best case scenario for educational development – in this case, in northern Nigeria.

Recommendations

- The use of **research** alongside intervention is an imperative. In addition to providing multi-vocal perspectives from the context, it can offer formative suggestions about operational and relational matters. These are the complex social and political arenas in which interventions succeed or fail. However, such research requires time, expertise and funding, and without these three elements its value will be diminished—especially in the case of complex interventions in ‘difficult’ contexts.
- More research funds should be provided to contextually-specific, mixed-methods **research** that incorporates local collaboration and capacity-development. This has the potential to bring about mutual learning by funders, implementing agents, educational administrators, practitioners, communities and researchers.
- **Situational analyses**, including institutional and political economy analyses, are vital prior to intervention. The complexities and nature of local social and political dynamics should be neither assumed nor prescribed. Knowledge of power holders, decision-makers, institutional operations, communication flows and social norms are essential to the collaboration that is pivotal to the success of development aid and of specific programmes.
- **Commitments** from partner organisations need to be better negotiated and agreed. These should include specified **operational responsibilities**, accountability chains and the increased involvement of the SMOEs and FME; this is necessary to ensure responsive and accountable operations.
- **Systematic M&E** needs to be integrated into the FTSS programme (and other strategies that comprise GEP3) and should be subject to annual review. These data and this analysis should be disseminated and agreed **with partner organisations** in the GEP states and with the FME. The findings can then be used to drive formative reflection and strategic development to support educational development and the accomplishment of the Millennium Development Goals (MDGs) and gender equality.
- The impacts and outputs associated with the FTSS might use advocacy in the wider sense of **community mobilisation**, rather than more restricted publicity about the FTSS opportunities. The acknowledgement that women can successfully hold public positions and contribute beyond the domestic sphere needs greater emphasis, which in turn could produce material opportunities.
- The majority of FTSS awardees need to be enrolled in a **pre-NCE** course that should include an emphasis on improving their **English language and study skills**. This should be accompanied by the training and appointment of college lecturers to provide this pre-NCE1 programme, alongside the implementation of a mentorship scheme. Both the pre-NCE and the mentorship scheme would need to be properly funded and resourced so

that they improve the college learning experience and result in more awardees graduating, being properly prepared to teach, and being confident in their professional futures.

- The processes from **graduation to deployment** need specific attention, in order to realise the FTTSS objective of getting more female teachers into rural schools. The unblocking of bureaucratic bottlenecks and improvement of funding flows are key to ensuring a more fluid operational process.
- Deployed FTTSS graduates need to be **supported after appointment to schools**. Retention of these qualified female teachers in schools is critical to the programme outputs. Periodic support at this point needs to be built into the financial and operational planning for the FTTSS.
- **Consideration of the wider living conditions** of FTTSS awardees in colleges, during TP and after appointment, is fundamental to retention in colleges and schools. This needs to be built into operational plans and the staffing and funding of the scheme.
- In broad terms, given the budgetary constraints of all participating bodies, it would be advisable to suspend new entrants to the programme, at least temporarily, and to redirect resources to **strengthening the college programme and support for trainees and graduates**, in the ways suggested above, to improve their learning, completion and deployment rates, and retention in the profession.

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List of abbreviations

ASC	Annual School Census
CGPA	Cumulative grade point average
CIE	Centre for International Education, University of Sussex
CoE	College of Education
COMPASS	Community Participation for Action in the Social Sector
CPD	Continuing professional development
DFID	Department for International Development (UK)
EDOREN	Education Data, Research and Evaluation in Nigeria
EMIS	Education management information system
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
FTTSS	Female Teacher Trainee Scholarship Scheme
GBP	British pound sterling
GEP3	Girls' Education Project (Phase 3)
GPI	Gender Parity Index ¹
GSE	General Studies in Education
LGA	Local Government Area
LGEA	Local Government Education Authority
M&E	Monitoring and evaluation
MDG	Millennium Development Goal
NAR	Net attendance ratio
NBS	National Bureau of Statistics
NCCE	National Commission for Colleges of Education
NCE	National Certificate of Education
NDHS	Nigeria Demographic and Health Survey
NEDS	Nigeria Education Data Survey
NER	Net Enrolment Ratio ²
NGN	Nigerian Naira
NGO	Non-governmental organisation
NPC	National Population Commission
NTEP	National Teacher Education Policy
OPM	Oxford Policy Management
OR2	Operational Research, Workstream 2, EDOREN
PES	Primary Education Studies
PTTE	Presidential Task Team on Education
SBMC	School-Based Management Committee
SBDT	School-Based Teacher Development
SMoE	State Ministry of Education
SSCE	Senior Secondary School Certificate Examination
SUBEB	State Universal Basic Education Board
TEGINT	Transforming Education for Girls in Nigeria and Tanzania
TOC	Theory of change
TP	Teaching practice
UK	United Kingdom

¹ **GPI**: Ratio of females to males of a given indicator; 1 = parity between female and males; 0–1 = a disparity 'in favour of' males; above 1 = disparity 'in favour of' females.

² **NER/NAR**: Total enrolment/attendance of the official age group for a particular level of education expressed as a percentage of the total population for that age group. NER is based on EMIS enrolment data, and NAR is based on household survey data on school attendance.

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
WAEC	West African Examination Council

1 Introduction

This report presents the details of OR2 of the EDOREN programme. It focuses on the FTTSS. This initiative is a core component of GEP3, which is funded by the UK government's DFID. The wider intention of EDOREN is the generation of evidence and understanding to support the equitable and sustainable development of basic education in Nigeria. The main objectives are:

- 1) to embed research, evaluation and learning in DFID's education sector support in Nigeria; and
- 2) to enhance national capacities to generate and use quality educational data, research and evaluation for policy and strategy making (EDOREN 2013).

OR2, one of five EDOREN workstreams, was specifically designed to engage in collaborative research with UNICEF on operational aspects of GEP3. In this research we focused on the FTTSS only. As suggested by the second objective above, a team approach was adopted and led by CIE, University of Sussex, in collaboration with the EDOREN team, UNICEF and a small team of early career Nigerian researchers.

1.1 Purpose of the study

The FTTSS is one strategy of GEP3 that has been operating in five states in northern Nigeria. According to the logframe the main focus of GEP3 has been on supporting an improvement in the social and educational position of girls and women in these states. Within this focus, the FTTSS was devised to bring about the 'increased and more effective participation of women in providing education' (GEP3, Output 4), and – more indirectly and in the longer term – to increase the proportion of girls enrolling in rural primary schools. More specifically, the FTTSS aims to increase the number of female teachers in rural areas by awarding scholarships to selected women from villages to train for the NCE at a state CoE, on the condition that they accept a bond to teach in a rural school for a minimum of two years upon completion of their training. The scheme was initially established under GEP II in 2008 in four northern states, Bauchi, Katsina, Niger and Sokoto, and has recently been initiated in Zamfara State. The project is jointly funded and implemented by the federal government of Nigeria, the relevant state governments and selected LGEAs within the respective states, in conjunction with the GEP, which is implemented by UNICEF and funded by DFID.

Since the first trainees have recently graduated from their respective CoEs, and it is envisaged that the scheme may be further expanded, now is an appropriate moment to take stock of what the scheme has achieved, identify its successes, challenges and difficulties, and make recommendations for the way forward. For this purpose, EDOREN carried out this research into the FTTSS, guided by the following research questions:

1. How has the FTTSS scheme been operationalised?
2. How successful has it been in getting trained teachers into schools?
3. What are the key barriers to programme completion, posting and retention in the beneficiary schools?
4. What alternative strategies might constitute a better pathway to achieve GEP3 Output 4 (namely, increased and more effective participation of women in providing education)?

The research applied a mixed-methods design, which included the collection and analysis of documentary, statistical and interview data from multiple FTTSS stakeholders. It was carried out in two sample states, Bauchi and Niger. These states were selected because they achieved the highest number of FTTSS awardees. In addition to the substantive objectives, the research was a collaborative endeavour that also had a significant capacity-building component. The research team included UNICEF-sponsored personnel from the target states, the EDOREN Nigeria office team, early career Nigerian researchers and international researchers from CIE, University of Sussex. More details regarding the research may be found in Chapter 3.

1.2 The research context

The GEP3 states shown in Figure 1 are all in the northern zones of the country. The location of Bauchi and Niger is also shown on this map. We now provide a summary overview of these state contexts.

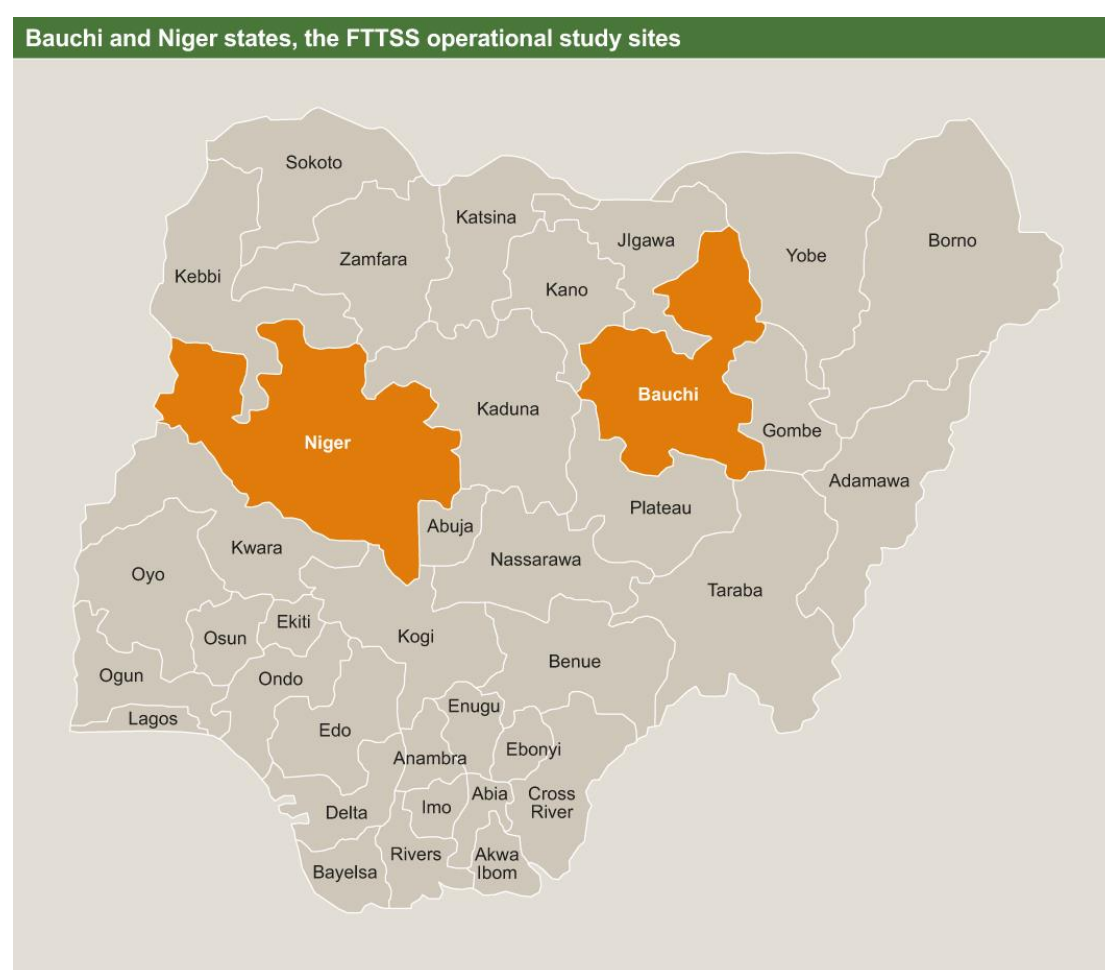


Figure 1: Map of Nigeria showing state boundaries

Source: OPM

1.2.1 Bauchi State

Bauchi is in the North East geo-political zone in Nigeria, approximately 445 km from Abuja. The state is divided into three senatorial zones and 20 LGAs. Only three LGEAs were involved in the research. In the 2006 census, the state population was recorded as around 4.6 million (49.1% female and 50.9% male). This population is comprised of 55 major tribal groups. The major languages spoken in Bauchi are Hausa, Fulfulde and English (including Nigerian Pidgin English). The population is predominantly Muslim but there is a substantial proportion of Christians in the state. It is one of the 12 northern Nigerian states that have adopted sharia within civil and criminal law. The predominant occupations within the state are subsistence farming, fishing, hunting, blacksmithing, crafts and trading. The 2008 Nigeria Demographic and Health Survey (NDHS) also reported that 59.1% of women aged 15–49 were employed and 51% of women aged 15–19 had begun childbearing (National Population Commission (NPC) and ICF Macro 2009).

Bauchi has been declared an educationally disadvantaged state, signalling a need for greater policy and financial commitment to improve its educational conditions (Bauchi SMoE 2012). It has historically had low rates of primary school enrolment. In the 2008 NDHS, 72.2% of females were reported to have had no formal education, 14.9% had some primary education and only 6.6% had completed primary education (NPC and ICF Macro 2009). Research has reported that girls in Bauchi identified poverty (41%), parental withdrawal from school (20%) and early marriage (14%) as factors that hinder their educational aspirations (ActionAid 2011). The Annual School Census (ASC) (2010/2011) indicates there are 2,348 primary schools in Bauchi, with 737,505 pupils (41.3% female; 58.7% male). Up to 58.2% of primary school-age children are estimated to be out of school, a trend that is more pronounced in rural areas (UNICEF 2012a).

Across the state population there is a literacy rate in English of 34.1% (UNESCO 2012); youth literacy stands at 39.5%, for adults it is 26.6% (17.1% for females, 35.3% for males) (NBS 2010).

The teaching profession is also heavily male-dominated: the 2012 ASC recorded a total of 15,921 teachers (24.7% female; 75.3% male), with female teachers comprising under a quarter of the primary school teaching workforce. The gender parity index (GPI) was 0.3. At the teacher training level too, gender parity is low: women seem to represent a very small proportion of college lecturers in the state, according to the most recent statistical digest for teacher training institutions (National Commission for Colleges of Education (NCCE) 2013).

Pupil performance is also low, as illustrated by the recent Early Grade Reading Assessment in Hausa and Early Grade Mathematics Assessment studies, funded by the United States Agency for International Development (USAID), conducted in the state. After three years of schooling, more than half of pupils in Bauchi could not identify a single letter sound correctly, up to 72% could not correctly read any syllable and only 5.6% could read a simple narrative text at about an 80% comprehension level (RTI International 2011). Low performance is similarly evident later on in the school cycle: in 2011 only 0.77% of the West African Examination Council (WAEC) candidates passed with five credits or more, including English (Yahaya and Babayo 2012: 75). Assuming that this was not an unusual year, only around 100 of the 11,000 candidates would qualify to train for the NCE, which is far less than the 300–400 rural, poor females targeted by the FTTSS.

Ethno-religious unrest and the activities of Boko Haram have also disrupted educational development and have threatened personal security in the state (Danjibo 2011; Ajayi 2012).

1.2.2 Niger State

Niger State is located in the North West geo-political zone of Nigeria. It has three senatorial zones and 25 LGAs, two of which were involved in the research. Based on the 2006 census, the total population has been estimated at just under four million; the population is predominantly Muslim. The three major ethnic groups are Nupe, Gbagyi, and Hausa, although the proximity to Abuja has encouraged significant numbers of migrants to parts of the state. About 90% of the population live in rural areas and around 85% are farmers. The state, however, is rich in natural and mineral resources, such as talc, gold, ball clays, silica, sand, marble, copper, iron, feldspar, lead, kaolin, columbite, mica, quartzite, and limestone. Nigeria's three hydro-electric power stations are all situated in Niger State.

According to the 2008 NDHS, 68.3% of females in Niger State have no education, 13.3% have some primary education, and 4.4% have completed primary education (NPC and ICF Macro 2009). The female adult literacy rate in English is 32.4%, compared to 52.4% for males (NBS 2010). Within the state, 58.1% of women aged 15–49 are employed and 41.4% of women aged 15–19 have begun childbearing (NDHS 2010).

There are 6,274 state schools with primary classes (Niger State ASC 2013) and a growing private sector provision in Niger State. Of the 676,351 pupils enrolled in primary schools 43% were female, producing a GPI of 0.74. Nevertheless, 47% of 6–16-year-olds have never attended school (Niger State ASC 2013) and the recent national study on out-of-school children in Nigeria estimates that 50.8% of school-age children are not in school in Niger State, the highest figure for the North Central zone (UNICEF 2012a).

In terms of literacy and numeracy, only 22% of 5–16 year olds are able to read a simple sentence, while only 31% can add numbers with two digits (NPC and RTI International 2011). The 2010 Nigeria Education Data Survey (NEDS) also notes that Niger State has the highest rate of primary school absenteeism in Nigeria, with a mean number of 9.2 days missed. Girls have a higher dropout rate (13.7%) than boys (*ibid.*). Poor-quality infrastructure and sanitation have been cited as contributing to a poor learning environment in schools, and as a factor in poor pupil performance (NPC and RTI International, 2011; Adefeso-Olateju, 2012; Amuche and Kukwi, 2013). For example, the WAEC results in 2008 show that only 10,480 (37.4%) examination candidates were female, of whom only 170 (1.6%) passed with the minimum of five credits, including English and mathematics.

The total number of teachers has been recorded as 15,229. However, there is a significant gender gap as only 37.5% of teachers are female. According to the Niger State ASC 2013, only 41% of teachers have obtained the NCE.

1.3 Structure of the report

In this chapter of the report we have outlined the nature and purpose of the research, locating it within EDOREN and GEP3. Following this we have provided a brief overview of the two states within which the research took place. Next, in Chapter 2, we present a review of the relevant literature in advance of detailing our methodology and guiding research questions. Chapter 3 presents the methodology, while the main findings are provided in

Chapter 4. Chapter 4 combines data and analysis in several sub-sections to explore the operational structures, practices and achievements of the FTTSS, and the perspectives of stakeholders. We then elaborate on the barriers to the FTTSS, and finally briefly draw together suggested amendments and alternative approaches to achieving the gender goals of the FTTSS and GEP3. The concluding chapter summarises key cross-cutting points related to the substantive concerns of the research, but it also reflects on the innovative collaboration and capacity-development elements that characterise Workstream 2 of EDOREN. The final section provides a select number of recommendations. Throughout, we refer to an extensive number of supporting documents; many of these are given in the appendices at the end of this report.

2 Literature review

2.1 Introduction

This chapter briefly reviews the available literature surrounding issues related to the FTTSS, drawing primarily on sources about Nigeria, and relying heavily on the *Review of the Literature on Basic Education in Nigeria: Issues of access, quality, outcomes and equity* (Humphreys et al. 2014). The chapter comprises four main sections. First, we consider the supply and demand of teachers in Nigeria, before looking at what we know about female teachers and schooling more generally. We then consider teacher education in Nigeria, both pre-service and in-service. Finally, we summarise the findings of previous reports on FTTSS within the GEP literature.

2.2 Female teachers: supply and demand

The lack of reliable data on teacher numbers, qualifications, deployment and attrition rates makes it difficult to assess the supply and demand of female teachers, and to address shortages and or inequities in teacher appointment and distribution. However, it is generally agreed that in northern Nigeria there is a shortage of female teachers, especially in rural areas (UNICEF 2012b). The Nigeria Digest of Education Statistics 2006–2010 (FME 2011b) would seem to confirm this (see Table 1). Although figures are missing for some LGEAs and even for whole states, and although the reliability of these figures is in question, the available figures point to an acute shortage of female teachers in the North West and North East of the country, with, in particular, a serious dearth of qualified female teachers in the North East. Within geo-political zones, however, teacher deployment patterns vary among states and LGEAs (UNICEF 2012b; Dunne et al. 2013; Bennell et al. 2014, forthcoming) and similar variations are likely to exist even among schools.

Table 1: Public primary school teachers by gender, qualification and geo-political zone

Geo-political zone	% female teachers	% male teachers	% qualified teachers	% qualified female teachers*	% qualified male teachers*
North West	26.5	73.5	46.1	25.8	53.5
North East	24.7	75.3	42.8	55.5	38.6
North Central***	35.5	64.5	75.7	98.1	63.5
South West	73.3	26.7	98.5	99.2	96.7
South South	68.0	32.0	55.4	58.5	48.5
South East	76.7	23.3	77.4	82.2	61.7
TOTAL	47.3	52.7	65.1	73.5	57.5

* The percentage of female teachers who are qualified.

** The percentage of male teachers who are qualified.

*** No data recorded from Plateau State.

Source: Humphreys et al. (2014), based on data from the Nigeria Digest of Education Statistics (FME 2011)

Within geo-political zones, however, teacher deployment patterns vary among states and LGEAs (UNICEF 2012b; Dunne et al. 2013; Bennell et al. 2014, forthcoming) and similar variations are likely to exist even among schools

The data in Table 2 underscore the point about variations in teacher deployment, with respect to public primary schools in the GEP states. The data show, for example, great variation between Bauchi and Niger, the two focus states of this FTTSS study. Whereas in Niger the proportion of females in the teaching workforce is over 31% in over half the LGAs (14/25), in Bauchi it is only 10–20% in over half the LGAs (12/20). In a similar vein, there is substantial variation among LGAs, particularly in Niger, where in seven LGAs female teachers comprise over 40% of the teaching staff whereas in another six LGAs they only make up 10–20%.

Table 2: Distribution of female teachers in public primary schools among LGAs in GEP states

STATES	No. of LGAs by prevalence of female teachers in public primary schools					Total no. of LGAs
	<10%	10–20%	21–30%	31–40%	>40%	
Bauchi	1	12	5	1	1	20
Katsina	5	14	9	3	3	34
Niger	1	6	4	7	7	25
Sokoto	0	3	9	9	2	23
Zamfara	4	3	6	1	0	14
TOTAL	11	38	33	21	13	116

Source: FTTSS Database and Tracker Survey (draft) (Bennell et al. 2014: 1), based on ASC data

As the figures suggest, and as qualitative data from various studies confirm, although shortages of female teachers in rural areas can sometimes be attributable to a lack of suitably qualified women, wider issues surrounding the appointment and deployment of teachers are often a factor. This is highlighted by Mulkeen's (2006) study of five countries in sub-Saharan Africa, which found that there is often a surfeit of qualified teachers, particularly women teachers, in urban areas, and unfilled posts in rural areas. In Nigeria, one of the contributory factors, in addition to a lack of reliable data, is the overlapping responsibilities for teacher appointment and deployment between the SUBEBs and LGEAs, and the frequent lack of trust and communication between the two (Adelabu 2005; Williams 2009). In addition, LGEAs are sometimes pressured into making appointments to spread political patronage (Williams 2009; Dunne et al. 2013), which would seem to favour the appointment of men. Importantly, female teachers in particular often refuse rural postings,

or ask for a transfer, usually on the grounds of needing to be with their spouse in an urban area (Adelabu 2005).

2.3 Female teachers and schooling

It is widely believed that having more qualified female teachers encourages greater female enrolment, retention and attainment in school (USAID 2009; ActionAid 2011; Okojie 2012). Qualitative data from several studies suggest that girls and young women want to have more female teachers (e.g. ActionAid 2012; UNICEF 2012b). In particular, female teachers are considered to be 'role models' (USAID 2009; ActionAid 2011; Okojie 2012), presumably in terms of girls' educational aspirations, although generally this is not specified. Fear of sexual harassment or violence by male teachers, which has been shown to be prevalent in Nigeria (FME 2007a; Adelabu 2005; ActionAid 2011), as in many other countries (see Dunne, Humphreys and Leach, 2006), is another reason that some parents are more likely to enrol girls in a school where they will be taught by a female teacher (Garuba 2010). There is also evidence to suggest that girls are more likely to approach female teachers to discuss health concerns (ActionAid 2011; Bakari 2011).

Yet the relationship between female pupils' participation and attainment in school and female teachers is not straightforward. The British Council review of national data (British Council 2012) concluded that the near doubling of female teachers at secondary level has not been matched by a comparable increase in female enrolment at that level, suggesting perhaps that other factors are of greater importance. Similarly, after comparing girls' attainment with schools' gender profiles, the Transforming Education for Girls in Nigeria and Tanzania (TEGINT) baseline study in eight northern states noted: 'the presence of female teachers does not appear significant in supporting girls' progression and attainment' (ActionAid 2011: 17), concluding that female teachers needed better 'training and support to improve female teachers' capacity to be role models for girls' (ibid.: 19). Qualitative data from Bakari's (2011) study in a handful of secondary schools in Kogi State and Dunne et al.'s (2013) primary-level case studies in Adamawa State appear to support this point. There is also evidence that female teachers can hold gender-stereotyped expectations about girls' (and boys') behaviour and capabilities – in the same way that male teachers and female or male pupils can – that serve to perpetuate gender inequalities (see Bakari 2011; Dunne et al. 2013); or, as indicated in studies elsewhere in SSA, they can even be complicit in acts of sexual harassment by male teachers (Leach 2006).

2.4 Teacher motivation, attrition and rural schools

Teacher motivation in general in Nigeria has been found to be low, often leading to high levels of absenteeism, especially in rural areas (Adelabu 2005; Adekola 2007; Sherry 2008; Dunne et al. 2013), and also leading, it has been said, to high levels of attrition (Urwick and Aliyu 2003), though reliable statistics on actual attrition rates are not available. The main issues affecting teacher motivation, which the FME recognises, include low pay, inadequate teacher support, limited career prospects and poor infrastructure and teaching conditions (FME 2009a).

Even though FTTSS awardees sign a two-year bond to remain in teaching, once they are posted to a rural school they will be susceptible to factors that have demotivated other teachers in the past, which we summarise below. A lack of motivation in turn threatens teacher professionalism and performance in the classroom, and could undermine the

awardees' rate of retention in the profession beyond the two years. Moreover, as the evaluation of the GEP school-based teacher development project showed, even when teachers are supposed to remain in post, as was the case for school mentors who were to stay for three years, some manage to procure transfers (Gabresek and Usman 2013).

In the survey responses for a national study of teacher motivation conducted by Voluntary Service Overseas (VSO), teachers in urban areas were found to be slightly more motivated than those in rural areas, and female teachers were found to be more motivated than male teachers (Sherry 2008).

Mulkeen's (2006) paper highlights several points in relation to attracting and retaining teachers in rural areas. In Uganda it was found that the provision of housing was key to ensuring the presence of female teachers in rural schools. Likewise in Nigeria, teachers have said that the current non-provision of housing and other fringe benefits has negatively affected their job satisfaction (Adelabu 2005; Sherry 2008).

One of the assumptions behind the FTTSS is that young women from rural areas will want to return to help their respective communities. However, there are examples in sub-Saharan Africa of teachers seeing the obtaining of teaching qualifications as a means of social mobility and a way to escape their rural origins (Mulkeen 2006). Those who are willing to return sometimes do not want to return to their home villages because of excessive demands that are often made of them by family, though they may be happy to remain in their home district (*ibid.*)

As in other sub-Saharan African countries, some states in Nigeria have provided incentives for rural teachers. Unfortunately, even where these incentives exist on paper, they are often not paid (Adelabu 2005) or are susceptible to favouritism (Sherry 2008). The 2004 *Education Sector Analysis* reported that teachers in 46.5% of the schools sampled were entitled to a rural posting allowance, but only in 3.7% of the schools was the allowance said to have been paid (FME 2005).

2.5 Teacher education

The many challenges that currently face pre-service and in-service training in Nigeria, and which we summarise below, raise questions about the likely effectiveness of training FTTSS awardees through initial teacher education, and about their subsequent retention and professional development through current in-service provision, unless additional support is provided to the trainees. Although the relatively new Nigerian National Teacher Education Policy (NTEP) (FME 2009b) both acknowledges and, at the policy level at least, is attempting to rectify many of the known shortcomings of teacher education in Nigeria, implementation has been slow (FME 2011). The Presidential Task Team on Education (PTTE) identified the following reasons for this:

- shortage of information;
- lack of consultation with LGEAs;
- states not readily adopting the policy;
- costs and a lack of consultation resulting in a failure to implement the Teachers' Salary Scale; and, above all
- a lack of political will (*ibid.*).

2.5.1 Pre-service education

Currently, the FTTSS is training its awardees exclusively through pre-service or initial teacher education in state CoEs, although initial teacher education has been subject to heavy criticism in recent years, resulting in the conclusion that possession of the NCE does not necessarily guarantee professional competence (e.g. Urwick and Aliyu 2003; Adelabu 2005; FME 2005; Umar 2006; Adekola 2007; Tahir and Girei 2008; Allsop and Howard 2009; FME 2011a; Thomas 2011). Indeed, in a couple of studies, stakeholders have expressed the view that the now defunct Grade II teaching certificate was of greater practical use than the current NCE (Adekola 2007; Thomas 2011).

A recent review of literature on basic education in Nigeria (Humphreys et al. 2014, forthcoming) lists the main criticisms of initial teacher education, many of which are common to other countries in sub-Saharan Africa (see Bennell and Akyeampong 2007), namely:

- **outdated curriculum and teaching methodology** (Umar 2006; Adekola 2007; Akinbote 2007; Tahir and Girei 2008; Allsop and Howard 2009; Burke 2009; FME 2009b; USAID 2009), specifically the mismatch between theory-heavy teacher education programmes and the practical skills required in school (Umar 2006; Adekola 2007³; Allsop and Howard 2009; Edelenbosch and Short 2009; FME 2009b; Thomas 2011);
- **overcrowded lecture halls** (Sherry 2008; Adekola 2007; Allsop and Howard 2009; Burke, 2009; Edelenbosch and Short 2009; FME 2009b);
- **dilapidated infrastructure** (Adekola 2007; Burke 2009; FME 2009b);
- **lack of textbooks** (Adekola 2007; Burke 2009; Edelenbosch and Short 2009; FME 2009b);
- **limited or no strategic management** (Allsop and Howard 2009; Edelenbosch and Short 2009; Thomas 2011);
- **lack of record-keeping and monitoring** of student progress (Allsop and Howard 2009);
- **lack of essential facilities** in state CoEs, especially for science- and technology-related subjects, compared to federal institutions or universities, due to a lack of funds (Akinbote 2007; FME 2009b; Thomas 2011);
- **lack of capacity of lecturers** in teacher education institutions in terms of professional and pedagogical knowledge (Adelabu 2005; Adekola 2007; Allsop and Howard 2009; FME 2009b; Thomas 2011); some lecturers are graduates with no teaching qualification (Burke 2009; Thomas 2011) and there is a 'lack of rigour in lecturer recruitments' (FME 2009b);
- **lack of CPD** opportunities for lecturers (Adekola 2007; Allsop and Howard 2009; FME 2009b; Thomas 2011);
- **poor-calibre trainees** – often the students who enrol in initial teacher education have failed to be admitted for other courses (Ejei 2005; Garuba 2006; Akinbote 2007; Afe 2002, cited in Sherry 2008; Allsop and Howard 2009; USAID 2009) – resulting in only a few having 'the genuine desire to become teachers' (Akinbote 2007: 64; Burke 2009);
- **student admission numbers** that are not based on supply and demand needs for teachers (Allsop and Howard 2009; Burke, 2009; Thomas 2011);

³ A study asking teachers and head teachers to rate the extent to which aspects of the NCE curriculum prepared primary teachers for the actual tasks they carry out in school found that there was only a 30% approval rating for all aspects (except preparation to teach numeracy) (Adeyanju 2005, cited in Adekola 2007).

- **English as a medium of instruction**, with students struggling to understand lectures in English (Allsop and Howard 2009; Garuba 2010);
- **TP that is too short** and is inadequately monitored (Umar 2006; Sherry 2008; Adekola 2007; Allsop and Howard 2009) and the frequent selection of schools based on proximity to save on transport costs rather than on account of their head teacher's ability to provide support for a trainee teacher (Edelenbosch and Short 2009);
- **some lecturers' openness to bribery** to pass students for either sexual favours or cash (Bakari 2004; Sherry 2008; Burke 2009), and selling of exam papers to students (Burke, 2009); and
- **entrenched gender discrimination** against female staff and students, as well as against males who do not conform to the dominant masculinist ideology (Bakari 2004), resulting in very few females, if any, in senior management positions (UNICEF 2012b).

The most striking evidence of the ineffectiveness of initial teacher educations (and in some cases in-service education) lies in the results of the teacher development needs assessments carried out in relation to all public primary school teachers in the states supported by the Education Sector Support Programme in Nigeria (ESSPIN). The vast majority of teachers, many of whom had the NCE, lacked the relevant professional working knowledge, and had inadequate literacy skills in English (Johnson 2010).

The conclusion of this finding, and of other research, is that teacher education (whether pre-service or in-service) needs to improve teachers' literacy skills and pedagogy in relation to how to teach literacy (Adekola 2007; Johnson 2010). In addition, there has been a call for greater emphasis on developing teachers' communication skills in the languages of instruction (Adekola 2007), as well as improving their soft skills and ability to engage with emotional intelligence issues (FME 2011a).

The most successful part of the five-year USAID-funded Community Participation for Action in the Social Sector (COMPASS) programme was the work with three CoEs in Kano, Lagos and Nasawara States. It supported: a review of the Primary Education Studies (PES) curriculum; pedagogical training for teacher educators, involving information and communication technology; an additional proficiency in the English curriculum; and the establishment of a teachers' resource centre. Students following the PES courses were reported to be among the highest achievers in the end-of-course assessments at the colleges, which was attributed to the COMPASS inputs (USAID 2009). The external evaluation also deemed this part of the project to have been fairly successful, with faculty employing some of the teaching methods they had been exposed to at the teachers' workshops (Holfeld et al. 2008).

2.5.2 School-based teacher education

In-service teacher education is also subject to its own share of criticisms, including: a focus on upgrading qualifications rather than improving teaching quality (Adekola 2007; FME 2009b; FME 2011a); limited and uneven access to training, especially in rural areas (Aledabu 2005; FME 2005; Adekola 2007; Boulton et al. 2009; Dunne et al. 2013); and generic, one-off training organised at SUBEB or LGEA level, lacking input from schools to address specific needs, rather than a planned programme of professional development (Adekola 2007; Boulton et al. 2009; Dunne et al. 2013). In addition, CPD facilitators are often pre-service educators (having the same capacity needs as those mentioned in 2.4.1) or others (such as school supervisors) with similar needs for capacity-building (Dunne et al. 2013).

In response to these kinds of shortcomings, teachers, educational stakeholders and researchers have expressed a desire for more classroom- and school-based in-service training (Adekola 2007; Hardman et al. 2008; Sherry 2008; Dunne et al. 2013). The PTTE also recommended more in-school and between-school supervision (FME 2011a). However, school-based teacher development initiatives that have occurred so far in Nigeria have also faced challenges. While teachers often express enthusiasm and enhanced confidence following such interventions (see Adekola 2007; Holfeld et al. 2008), the training is often inadequate to bring about sustained changes in practice, as teachers do not always truly understand the nature of what they are doing (Holfeld et al. 2008; Gabresek and Usman 2013); also, in the case of the UNICEF school-based development programme, the ‘master trainers’ and ‘school mentors’ themselves received insufficient training to enable them to ‘step down’ to their peers (Gabresek and Usman 2013).

2.6 The FTTSS within GEP

In this section we summarise the GEP II evaluation (UNICEF 2012b), which took place primarily in Bauchi and Katsina States, and Garuba’s (2010) earlier evaluation of the FTTSS scheme, which took place in Niger and Katsina States. Both studies made the following positive points about the FTTSS:

- **communities are positive** and, in some villages, girls’ enrolment had reportedly increased just as a result of the prospect of the awardee returning from training;
- the scheme was said to be **helping to change attitudes** toward girls’ education; and
- the **awardees** themselves are generally positive and **feel more confident**.

However, both reports identified serious difficulties that threatened the initiative, which included:

- **Delays in payment of the stipend.** Awardees on the UNICEF payroll were being paid promptly; those on the government payroll were not – which was a cause of friction among the awardees. State payments were at least 12 months behind in at least two states at the time of the later evaluation (UNICEF 2012b).
- **Extra costs.** Trainees struggled to pay the extra costs not covered by the scholarship, such as transport costs for TP.
- **Poor hostel accommodation.** Hostel accommodation lacked adequate kitchen, sanitation and childcare facilities, and security was also an issue (UNICEF 2012b).
- **Teaching commitment.** Although it was initially requested that the two-year teaching commitment be reduced to one year, since some saw the commitment as a potential obstacle to marital aspirations (Garuba 2010), in the later evaluation (UNICEF 2012b) the majority of the 150 awardees interviewed had ‘no problem’ with the bond.
- **Safety.** There have been reports of sexual harassment and assault. Approximately 50% of the awardees said they felt unsafe in the accommodation (UNICEF 2012b).
- **Awardee performance.** Most awardees were struggling to learn in English and could ‘scarcely communicate in English’ after two years of training. Almost all had to repeat at least one course and all lecturers interviewed commented on the awardees’ low performance, which meant they were unlikely to complete the programme in three years (Garuba 2010). In response, remedial English courses and pre-NCE courses were going to be provided by the colleges (Garuba 2010; UNICEF 2012b).

- **Gender imbalance of the college staff.** No female staff members were in senior management positions in the CoEs visited; nor were any included on the FTTSS management committees (UNICEF 2012b).
- **Sustainability of the project.** Garuba (2010) had doubts about who would shoulder the financial burden after UNICEF funding finishes, although the final evaluation for GEP II noted that 77% of the costs were being borne by state funding and non-governmental organisations (NGOs), while LGEAs in Bauchi and Niger had sponsored additional scholarships in 2010/11.

Both evaluations highlighted the need for a proper impact evaluation of the scheme.

Since one of the aims of the FTTSS is to increase the supply of female teachers to rural areas, it is vital to track graduate appointments and subsequent retention. The recently completed FTTSS tracker survey (Bennell et al. 2014, forthcoming) found that 58% of the first cohort (2008/09) and 15% of the second cohort (2009/10) had graduated, and that 42% of graduates were, by mid-February 2014, deployed – though many have not been sent back to their home LGA or to the LGAs with the lowest ratios of female teachers. The report on the survey did not state whether the appointments have actually been to rural schools. It is relevant to note that the more recent data from UNICEF Abuja do not agree with the tracker survey data summarised above. They show lower proportions graduating and deployed. These variations in data will be discussed later, in Chapter 4; they do, however, emphasise the importance of quality data collection and analysis, as well as the difficulties in this regard.

3 Methodology

3.1 Introduction

This chapter summarises the research methodology, outlining first the research design in broad terms before moving on to the specifics of the sample.

3.2 Research design

This research focused on the operationalisation of the FTTSS programme, which is a key strategy in achieving GEP3 Output 4. FTTSS has been implemented as a means to contribute to ‘increased and more effective participation of women in providing education’, although there may be subsidiary impacts on other outputs related to demand and quality.

3.2.1 Research questions

The research focused on four main research questions:

1. How has the FTTSS scheme been operationalised?
2. How successful has it been in getting trained teachers into schools?
3. What are the key barriers to programme completion, posting and retention in the beneficiary schools?
4. What alternative strategies might constitute a better pathway to achieve GEP3 Output 4 (namely, increased and more effective participation of women in providing education)?

The study used a mixed-methods design (see Section 3.3 for a discussion of methods) and was designed in four stages: preparation, main fieldwork, analysis, writing and dissemination (see Table 3).

Table 3: Research design stages

Phase 1: Preparation (September 2013–January 2014)	
Main activities	Outputs
<p><u>1.1 Literature and data review</u> Consultation, discussion and agreement of research design Selection of sample states (Bauchi and Niger) Selection of researchers Development of research instruments Ethical application and consent forms</p>	Research team formation Access procedures Ethical clearance Contracts Logistical arrangements Capacity-development needs Background research brief
<p><u>1.2 Capacity-building and piloting of instruments</u> Research capacity-building workshop (Minna, November 2013) Trialling of instruments and analysis</p>	Detailed research and communication plan Agreed programme of work, duties and responsibilities Revision of research instruments Finalising of fieldwork dates and plans

Revision of research instruments	
Selection of sample	

Phase 2: Fieldwork (February 2014)

Main activities	Outputs
<p><u>2.1 Data collection in the two states</u></p> <p>Primary data collection from interviews, observation and survey at four levels: UNICEF, SUBEBs, LGEAs, CoEs and communities (schools)</p> <p>Secondary data collection from all sites – documents</p>	<p>Summary of findings from each respondent/ instrument</p> <p>Collation of all data collected</p> <p>Submission of all raw data</p>
<p><u>2.2 Research team reviews</u></p> <p>Monitoring of progress and data organisation</p> <p>Ongoing analysis and discussion of FTTSS operations, as well as fieldwork progress and quality</p>	<p>Data quality reviews</p> <p>Capacity-development in data analysis and write-up</p>

Phase 3: Analysis and writing up (March–May 2014)

Main activities	Outputs
<p><u>3.1 Writing up of state reports</u></p> <p>Improvement of quality of extracted data by listening to recorded interviews</p> <p>Writing up of individual state reports, feedback on these and revision</p> <p>Drafting of outline of final report</p>	<p>Individual state reports</p> <p>Summary of findings of FTTSS survey</p> <p>Synthesis research report in outline</p>
<p><u>3.2 Data analysis workshop</u></p> <p>Improvement of data extraction</p> <p>Removal of data entry errors</p> <p>Synthesising of two state reports</p> <p>Revision of final report outline</p> <p>Sharing of emerging findings with UNICEF</p>	<p>Revision of write-up templates</p> <p>Synthesis research report in bullet points</p>
<p><u>3.2 Preparation for outputs</u></p> <p>Continued analysis and writing</p> <p>Development of executive summary</p> <p>Preparation of final report</p>	<p>Synthesis research report</p>

Using a collaborative approach, the study involved close teamwork among three organisations – CIE, University of Sussex, EDOREN and UNICEF – from inception to completion. This collaboration was reflected in the research team composition, which comprised international researchers from CIE, University of Sussex, and Nigerian researchers who led state-level research teams – which in turn consisted of UNICEF-funded researchers

and EDOREN research staff. Another distinctive feature of the study was its formative approach, with the twin aims of knowledge production for the purpose of enabling stakeholders to make evidence-based decisions and policy, and developing research capacity at the state and national levels. The aim was to produce in-depth knowledge of the ways the FTTSS is operationalised, by exploring multiple stakeholder perspectives but with a specific focus on the FTTSS awardees' experiences and views.

3.3 Study sample

Two states, Niger and Bauchi, were selected for this study as they were the most successful in recruiting FTTSS awardees. In each state, data gathering in the field took place over a period of two weeks (10–21 February 2014 in Niger, and 17–28 February 2014 in Bauchi). In each state, a different team of four researchers participated in the fieldwork. The EDOREN country office team coordinated fieldwork arrangements and accompanied the research team for the purpose of data quality assurance.

Within each state, data collection took place within selected LGEAs. In total, data were gathered from five LGEAs. Two of the sample LGEAs were in Bauchi; here, both were GEP LGEAs. Three of the sample LGEAs were in Niger; here, one was a GEP LGEA and two were non-GEP LGEAs (see Table 4).

3.3.1 Research sites

In each state, data were collected in four sites – at the state government level, at the LGA level, at the state CoE and in specific schools. Sites visited at the state level included: the SUBEBs, the state agencies with responsibility for implementing basic education; the SMOEs, the ministries in each state that provide overall policy direction for all levels of education; and the UNICEF regional office in Bauchi. At the LGA/LGEA level sites visited included the LGEA and LGA offices. The characteristics of the sample LGAs are summarised in Table 3.2

Table 4: Characteristics of the sample LGAs

State	LGA	Location	GEP or non-GEP
Bauchi	Kokari	Mixed (urban and rural)	GEP
	Karkara	Rural	GEP
Niger	Yashi	Rural	GEP
	Duwatsu	Rural	non-GEP
	Kifi	Urban	non-GEP

Note: All LGAs have been given pseudonyms to ensure identity protection and confidentiality

A third site visited in each state was the state CoE, the institution with responsibility for training primary school teachers: in Niger this was the Niger State CoE, and in Bauchi it was the Bauchi State College of Education, Azare. Both are the only state-owned colleges that train FTTSS awardees. CoE Azare is a four-hour drive from the state capital, Bauchi. CoE Niger is situated about 5km from the centre of the state capital, Minna.

Finally, at the community level, seven sample schools, three in Bauchi and four in Niger, were visited (see Table 5).

Table 5: Characteristics of the sample schools

School	School location	LGA	State
Gona Primary School	Very rural	Kokari	Bauchi
Ruwa Primary School	Very rural	Karkara	Bauchi
Dariya Primary School	Very rural	Karkara	Bauchi
Girki Primary School	Rural	Yashi	Niger
Tsauni Primary School	Rural	Yashi	Niger
Wasa Primary School	Rural	Duwatsu	Niger
Murna Primary School	Urban	Kifi	Niger

Note: All schools have been given pseudonyms to ensure identity protection and confidentiality.

3.3.2 Study respondents

First, national-level representatives from FME and UNICEF were interviewed, as well as state-level respondents, who included representatives of SUBEBs, SMOEs and UNICEF. Additionally, in Bauchi, representatives of philanthropic organisations were also approached. Second, at the LGA/LGEA level respondents included: desk officers for GEP3, responsible for the implementation and monitoring of all GEP3 activities in the LGEAs; gender officers responsible for monitoring the FTTSS trainees; the head of school services, who is also involved in identifying qualified FTTSS candidates from applications submitted; and the Education Secretary, who is the overall manager of education in the LGA, or the Secretary's representatives.

Third, respondents accessed at the CoE included: the FTTSS coordinator, who coordinates all FTTSS administrative and implementation activities; the UNICEF learning specialist, who provides technical support in the operationalisation of the scheme; and senior management staff. Also interviewed were lecturers who teach trainees, including FTTSS awardees, mentors appointed specifically to help FTTSS awardees, and the FTTSS trainees themselves.

Finally, at the level of the school/community, participants included head teachers, regular teachers, FTTSS graduate teachers, and FTTSS dropouts (only in Bauchi), as well as SBMC members and other community members, such as the village/ward head or parents.

Table 7 (to be found in section 3.5) illustrates the preponderance of males in key institutional positions (SUBEB, CoE senior management, head teachers, teachers, and community leaders); as a consequence, males are also strongly represented as research respondents.

3.4 Methods

This research uses both quantitative and qualitative data, collected from both primary and secondary sources (see Table 6).

Table 6: Methods used, by data source

	Qualitative	Quantitative
Primary	Interview observation	FTSS Trainee Survey
Secondary	Documents	Existing quantitative data from a range of sources

3.4.1 Secondary quantitative data

The study has also used quantitative data on FTSS awardees in all five states, provided by UNICEF. Likewise, existing data on FTSS awardees kept at the SUBEBs and LGEAs in the sample states and collected during fieldwork have been used. Similarly, where available, quantitative data on education indicators in Nigeria and the five FTSS states have been used: for example, data from the 2010 NEDS.

3.4.2 Document analysis

A range of documents were collected from the different research sites and respondent groups – UNICEF, SUBEB, CoE – in the two states (see Appendix 1).

3.4.3 Interviews

Interviews, both one-to-one and group, constituted the main research tool used to collect the in-depth views of a range of respondents at different levels (see Appendices 2.1.1–2.1.12 for interview schedules for specific groups of respondents). Interviews were all audio-taped, with very few exceptions (where consent to record the conversation was denied). Each interview was then listened to and emerging findings and illustrative quotes written up using an agreed template (see Appendix 2.2). Details of the interview data are summarised in Table 7.

Table 7: Interview data: number and type of respondents

Interview data		Total		
Respondent	Interview type	F	M	Total
UNICEF (national and state)	Individual	2	1	3
SUBEBs	Individual	1	8	9
Ministry of Education (federal and state)	Individual	2	2	4
LGEAs/LGAs	Individual	8	12	20
CoE management	Individual	0	5	5
CoE lecturers and support staff	Both	4	9	13
FTSS trainees	Group	19	0	19
FTSS trainees on TP	Group	27	0	27
FTSS dropouts	Group	3	0	3

Head teachers	Individual	1	6	7
FTSS graduate teachers	Individual	5	0	5
School teachers	Individual	1	5	6
Community members	Both	6	17	23
TOTAL		79	65	144

3.4.4 Observations

In addition to informal observations made during interviews, formal observations were made at the CoEs and in the sample schools. A profile of the CoE in each state was produced using an observation schedule (see Appendix 2.3.1) and a student statistics form (see Appendix 2.3.2). In addition, the teaching and learning environment was explored through lecture observations (see Appendix 2.3.3). Details of observations carried out at CoEs are summarised in Table 8.

Table 8: Type and number of observations in CoEs

Observation type	Bauchi	Niger	Total
Campus observation	1	1	1
Lecture observation	6	5	11

Likewise, formal observations were made of the seven sample schools (see Appendix 2.3.4) and the teaching learning environment was observed through a classroom observation schedule (see Appendix 2.3.5). Additionally, in Bauchi, the teaching of FTSS trainees who were on TP in schools was also observed. Details of observations in sample schools are summarised in Table 9. The observational data on the teaching and learning environment at CoEs and in sample schools was summarised using a template (see Appendix 2.2).

Table 9: Type and number of observations in sample schools

Observation type	Bauchi	Niger	Total
School observations	3	4	7
Classroom observation (FTSS graduate teachers)	4	2	6
Classroom observation (regular teachers)	3	2	5
Classroom observation (NCE 3 FTSS trainees on TP)	4	-	4

3.4.5 Survey

In addition to one-to-one and group interviews, the FTSS trainees' views were also gathered through a structured questionnaire administered in both English and Hausa (see Appendix 2.4.1). The questionnaire was developed from interviews and open-ended questionnaire returns from FTSS trainees in Niger in a pilot study carried out in November 2013.

The questionnaire comprised five sections.

Section 1 covered demographic information relating to age, marital status, number of children and dependents, ethnicity, religion and language use.

Section 2 covered information regarding scholarship, such as Senior Secondary Certificate Examination (SSCE) credits and grades, the year starting the course and the year of study, courses repeated, source of funding, source of awareness of the scheme, reasons for joining and for liking the scheme, and barriers preventing the respondents from completing the course.

Section 3 covered information about the NCE course. It comprised questions about what respondents liked and disliked about the course, as well as suggestions for improving the course.

Section 4 covered information about non-academic matters at CoEs.

Section 5 explored career aspirations, including barriers preventing trainees from teaching for two years in a rural school.

Table 10: Demographic characteristics of participating FTTSS trainees

	Number of FTTSS trainee respondents	Percentage of FTTSS trainee respondents (N = 338)
State		
Bauchi	161	48
Niger	177	52
Age (years)		
16–20	113	35
21–25	182	57
26 and above	25	8
Year of study		
NCE1	100	30
NCE2	122	36
NCE3	116	34
Marital status		
Single	230	70
Married	93	28
Widowed/divorced	6	2
Children and dependants		
Have children	88	26
Have other dependants	59	18
Religion		
Christianity	89	26
Islam	248	74

Ethnicity		
Fulani	22	6.7
Gbagyi	32	9.8
Hausa	94	28.8
Nupe	81	24.8
Others	97	29.8

A total of 338 FTTSS trainees completed the questionnaire, representing 13.3% of the target population (the total number of FTTSS trainees in the two colleges at the time of fieldwork). The demographic profile of the respondents is summarised in Table 10. With a mean age of 21.9 years of age, an overwhelming majority (92%) of the trainees are less than 25 years of age. Likewise, 7 in 10 respondents are single. Around a quarter (26%) of responding trainees have children; 12% have one child and 14% have two or more children. In addition, 18% have other dependants. In terms of religion, the majority of respondents overall (74%), and in Niger (77%) and Bauchi (70%) states, are Muslims. Although overall the largest ethnic group is Hausa (28.8%), the ethnic composition of the respondents differs in each state. In Niger, the largest proportion of respondents is Nupe (46%), followed by Gbagyi (18.2%) and Hausa (14.8%). By comparison, the largest proportion of respondents in Bauchi is Hausa (45.3%), followed by Fulani (14%).

In terms of year of study, a slightly lower proportion (30%) of NCE1 trainees completed the questionnaire, while NCE2 and NCE3 trainees participated in roughly equal proportions (36% and 34% respectively). The introduction of the new Joint Admission Matriculation Board entrance test over and above the routine selection process in Bauchi resulted in far fewer numbers of Year 1 trainees enrolled at the time of fieldwork in that state, which made it impossible to get the required number of NCE1 students to complete the survey.

3.5 Limitations

In this report our primary focus has been on the empirical data, i.e. respondents' perspectives in only two of the five FTTSS states. The analysis and findings, however, draw on a wider range of sources (the literature, prior analysis, policy documents and empirical data) that refer to different geographical regions (Nigeria, northern Nigeria, specific states, particular sub-regions) in different time frames and with a range of different respondents. While this research has produced important insights into education in Nigeria, and is of particular relevance to the operation of the FTTSS beyond the two sample states, there should always be caution about generalising and universalising findings and strategies from a particular context to the general (Usher 1996). In an effort to highlight this heterogeneity in Chapter 1 we presented data from the two sample states to illustrate the contextual differences between them.

Going into the field of research always presents logistical challenges that result in differences between the intended data collection described in the research design and the actual data collected. Financial limitations, short timelines and the difficulties in regard to access to specific respondents all had an impact on the planned research design. From the inception of OR2 mis-communication and mis-coordination reduced the length of time available in which to carry out the research training workshop. Many researchers had limited or no experience with qualitative research and this resulted in some not probing very

far beyond the stock answers, in particular in interviews with government officials. In other cases the UNICEF-sponsored researchers were CoE staff and this limited which respondents they could interview. Some newer researchers also did not truly understand the value of quotations, so some quotations had to be extracted in a second listening of the tapes. To add to this, in some cases basic computing skills and lack of practice/experience with recording equipment meant the extracting of relevant data into the data analysis template took much longer than anticipated.

Other logistical challenges were presented in the Bauchi case study as there were enormous distances between the state capital and the state CoE (a four-hour drive away) and the selected LGEAs and schools, so that valuable research time was spent travelling in order to locate the respondents. To add to this, it transpired that key responsible post-holders expected at the SUBEB were located in the LGA. In some cases, where a specified key respondent was unavailable, interviews were conducted with a deputy instead. In other cases some respondents were frequently interrupted during interviews, declined to be recorded, and/or seemed unwilling to respond – as was shown by avoiding either questions or interview appointments.

Another access difficulty experienced in both states was that data collection took place during a period in which NCE3 FTTSS trainees were on TP. Contingency plans were made and the FTTSS survey was administered to this group in the various TP communities. Certain respondent groups, including FTTSS dropouts (completely missing from the Niger sample), and graduates awaiting posting, were much harder to trace, and despite extensive collaborative effort they remain underrepresented in the study.

Conditions within the research context have implications for the data quality. Specifically, issues of language were a significant limitation, resulting in more time being required for the completion of the survey than was anticipated. Although in all cases Hausa and English speakers were available, the low literacy skills amongst some trainees meant that the survey questions had to be read and explained and their survey forms checked, to ensure they were completed. A rather different challenge was that of overcrowding in lecture halls, which made observational data collection very difficult. Calculating the exact numbers of students in attendance, disaggregating these by gender and focusing on FTTSS trainees was extremely difficult.

In retrospect, not enough time/researcher days were allocated to the two research teams.

Finally, this project had dual purposes: firstly, systematic operational research of FTTSS; and secondly, research capacity-development. As this was the inaugural operational research study there were multiple logistical difficulties in coordinating the efforts of the major institutional players: DFID, UNICEF, CIE and EDOREN. These had multiple impacts on the research reported here, as did the use of early career researchers. The project has been a learning process for all involved. Nevertheless, it is important to acknowledge the accomplishments of the teams of early career researchers, and especially the state lead researchers in the research preparation, in their leadership in data collection, and in their work in analysis and writing. The project has produced a wealth of experience that would be worth exploring to inform the capacity-development aims of EDOREN.

3.6 Ethical issues

Ethical clearance for this study was granted by the Research Ethics Board of the Federal Government of Nigeria and the University of Sussex's Social Sciences, Arts and Humanities Cross-School Research Ethics Committee. All research team members were given training in research ethics, including the importance of respondent confidentiality and anonymity. All participants involved in this research were given a detailed information sheet explaining the aims of the research, the methods to be employed and how the resulting data will be stored and used. The research brief for the participants was produced in both English (see Appendix 3.1) and Hausa (see Appendix 3.2). All key gate-keepers were informed and their consent sought prior to fieldwork. Informed consent was sought from all participants individually (see Appendix 3.3). Respondents' identities and confidentiality is protected by the use of pseudonyms for sample LGEAs and schools, and by focusing on what people do and say rather than who they are.

4 Findings

4.1 Introduction

The NTEP (FME 2009b) indicates positive national policy support for scholarships to attract people into teaching, and additional incentives for those posted to rural or disadvantaged areas. In addition, the National Policy on Gender in Basic Education (FME 2007b) highlights the importance of state government action to improve the supply of female teachers, especially to rural areas. The latter policy specifically states the need to offer incentives through scholarships and by improving the local social and domestic conditions around rural schools.

Consistent with this policy focus, in Niger and Bauchi States the FTTSS is being implemented alongside other strategies to improve female participation in the teaching profession. These include: efforts to ensure more women are considered for the Federal Teachers Scheme, a federal government scheme that aims to get more teachers into schools; the Voluntary Teaching Scheme, in which female teachers serve for two years in both rural and urban areas before they are confirmed as permanent teachers; and strengthening of advocacy and sensitisation activities for female education in the state. In Niger State there is an ongoing policy dialogue about transferring female teachers in urban areas to rural areas, whereas in Bauchi State there is renewed emphasis on paying teachers (both female and male) an allowance if they agree to work in rural areas.

The research evidence shows that, with the exception of some of the trainees, the aims of the FTTSS were widely understood by all stakeholders in both states, and regarded as important both in terms of increasing the numbers of female teachers and as a means of increasing the number of girls participating in education in the state.

What I like most about this FTTSS programme is the way it has helped us.... us, those female teachers that were trained in CoE, to come back to our various localities to teach our younger ones. It has really helped because many girls they want to go to school, to become something, to help their society, but due to lack of education, lack of parent approval, lack of female teachers ... because, from a very far distance they only want to post males – hardly you will see females in a village teaching. (FTTSS graduate teacher)

[The] Presence of the FTTSS has led to acceptance of education in this community; enrolment has increased from 200 pupils to 276. (Head teacher)

For most respondents the FTTSS is regarded as a great success, as evidenced by increased female enrolments in the CoE. (In Niger almost 2,200 young women have been admitted into the CoE through FTTSS, since its inception in 2008, while in Bauchi just over 1,800 have been accepted onto the programme.) Despite the positive views and policy support, the FTTSS faces many challenges, which are discussed below. We have used the four main research questions, reiterated below, to structure the presentation of the findings:

1. How has the FTTSS scheme been operationalised?
2. How successful has it been in getting trained teachers into schools?
3. What are the key barriers to programme completion, posting and retention in the beneficiary schools?

4. What alternative strategies might constitute a better pathway to achieve GEP3 Output 4 (namely, increased and more effective participation of women in providing education)?

In Section 4.2 we start by focusing on the operationalisation of the scheme; then, in 4.3, we consider the scheme's effectiveness, using a combination of quantitative and qualitative data; Sections 4.4 and 4.5 respond to question three, looking at the key barriers to programme completion, along with successful posting and retention in school; in Section 4.4 we concentrate on the experience of the awardees; and then in 4.5 we identify the key barriers to effective operation of the FTTSS by drawing together the findings regarding the operationalisation of the programme and its relative effectiveness from the earlier sections. We conclude, in Section 4.6, by suggesting alternative strategies for increasing and improving the participation of women in providing formal education.

4.2 Operationalisation of the FTTSS

This section responds to the first research question:

How has the FTTSS been operationalised?

We consider various aspects of the programme's operations, from advocacy through to the application and selection processes, the financing of the scheme, college administration, teacher deployment and tracking of graduates. We also discuss the issue of M&E, both in respect of the trainees and of the programme itself; UNICEF and government collaboration; and the involvement of other stakeholders.

4.2.1 Advocacy

Advocacy for education and the FTTSS is part of the remit of both SUBEBs and LGAs, which include staff who are directly responsible for community mobilisation. Drawing on UNICEF's considerable advocacy strengths and local experience, GEP3 officers collaborate with LGAs and work through SBMCs and community leaders to actively publicise the scholarships and the criteria for candidate selection, and to help to identify eligible female candidates from rural communities.

Advocacy starts from the grassroots (LGEA/SUBEB): UNICEF and Gender Desk officers from the LGEA visit the communities to sensitise the members of the community. (College staff member)

[UNICEF] organises sensitisation workshops for the LGEA's staff and schools' SBMCs members, who in turn go back to their communities and are encouraged to work closely with town criers who help to create awareness in the communities. (UNICEF officer)

In both states, according to government officials, sensitisation and advocacy (through community meetings, mosque and church gatherings, and town criers) are aimed primarily at parents and community members. The advocacy seeks to get families to encourage their daughters/wards to apply, and to ensure SBMC members identify potential candidates. Interviews with community members confirmed their involvement in mobilising support for the scheme:

We are involved in community sensitisation, going from house to house and creating awareness on the part of the parents about the importance of education as against early marriage. (SBMC member)

I was at home, here, so the mai unguwa [ward head] of our village, he was announcing – even in the church, they were announcing that there is a programme, UNICEF are recruiting women, for those that are less privileged to come to school, especially those that have five credits, including maths and English. (FTTSS graduate teacher)

In Bauchi, this was supplemented by media campaigns across television, community radio and newspapers. In one year, according to one government official, the submission of over 800 applications was deemed to be the result of a successful radio advocacy campaign.

On the other hand, as two government officials highlighted, advocacy of this kind is expensive. And, as one government officer explained, it is ‘easier and faster to reach out to prospective candidates by word of mouth’.

Indeed, most candidates interviewed said that they were reached by word of mouth: this was either from family/friends with an association with the LGA, or, less frequently, from former awardees, as the following quotes illustrate:

I heard about the scheme from one of the supervisors in the LGEA. (FTTSS dropout)

Someone from [the] LGEA came to meet my father to invite me. (FTTSS dropout)

The predominance of word of mouth as the strongest avenue for advocacy raises questions about the adequacy of advocacy strategies in reaching the target candidates, and about the fairness of the process. As one senior government official pointed out: ‘A lack of advertising can create the opportunity for the privileged to hijack the scheme.’ Indeed, there were some concerns voiced about the extent to which advocacy reached all communities:

The programme is not taken to the most vulnerable families. Politicians are asked to bring candidates, the village heads at times do not tell their people to produce candidates but only go for their own relations. (LGEA officer)

A head teacher in one of the schools visited also felt that advocacy in relation to the scheme was not widespread, as the first they knew about it was when an FTTSS graduate was posted to the school.

Respondents across the stakeholder groups reported that advocacy and sensitisation messages had provided information on the FTTSS scheme, its purpose and the selection criteria, as well as the need for awardees to be willing to return to their communities to teach. While there was evidence that the criteria of five SSCE credits, including maths and English, and the fact that awardees would be sponsored, were widely known, less often mentioned by respondents were the other selection criteria: being rural and poor. Similarly, details of what the scholarship entails in terms of the programme and its financial provisions were not well communicated. Crucially, according to FTTSS interviewees the requirement of signing a two-year bond was not known by the awardees until after they had been selected by the SUBEB, or at the time they registered for the college.

Some details of the FTTSS remained unclear to a few awardees even after graduation, when teachers who expected to be posted back to their home village were deployed elsewhere in the LGEA. A couple of recipients also thought that the bond meant that they had to work for two years without pay.

I thought we were to teach free; some of us were not sure of whether to accept the posting since we were not posted to our home villages, but we were later told that we shall be paid and that [our local] government has employed us so we all accepted the postings. (FTTSS graduate)

These are important aspects of the FTTSS that clearly need better explication in both the advocacy and application processes.

4.2.2 Application and selection process

It was reported that the two states follow a similar application process: first the potential awardees have to submit their academic credentials to the LGEA, including an indigene letter.⁴ Often the candidate does not present her credentials in person but passes them on to the LGEA through relations or the contacts who have informed her of the scholarship in the first instance. There appears to be no official application form.

The focus on the FTTSS applicant's qualifications is a key part of the selection process, in which applicants are initially 'screened' by a team at the LGEA that usually includes the Education Secretary, GEP desk officer and/or other relevant education officials. It was not clear from the research evidence exactly what precisely these screening processes entail, or what the official selection criteria are – no official list of selection criteria was seen by the research team. A list of potential entrants is drawn up following the checks on credentials and in some cases potential awardees are interviewed. The list is then submitted for further screening to the SUBEB, to which candidates are invited for an interview. If they are successful in the interview, candidates are asked to complete college admission forms. Bauchi SUBEB also administers tests for trainees in English and maths. Underqualified candidates are sometimes advised to upgrade their qualifications and reapply later.

The approved applications are then submitted to the college. All candidates applying to the college, including those attending as part of the FTTSS, are then required to take a college qualifying examination. Successful candidates are given an admission letter and an application form for the college, to which they must go to register. According to the trainees, it is only once they have been selected by the SUBEB that they first hear about the details of the bond and become aware of the exact stipend amount. It should also be highlighted that the actual bond agreement for Niger State, which the research team only procured after fieldwork, specifies a three-year commitment – a fact that was not known by some of the awardees, just as 12% of survey respondents were seemingly unaware of the commitment. It is also worth pointing out that the bond agreements are written in English, with no translation into Hausa or another Nigerian language. Given the low level of English of many of the trainees (see Section 4.4) it is likely some may not have understood what they were signing.

⁴ This is a letter from the LGA that certifies that the applicant comes from that particular LGA, based on endorsement from the ward head.

The FTTSS trainees are then provided with a clearance letter to facilitate the registration process.

This selection process involves multiple challenges. The practice of using a college qualifying examination to ensure an entry standard is designed to address mistrust regarding candidates' credentials, and suspicions of examination malpractice – which is widely acknowledged to be a problem across Nigeria (FME 2005).

Students come into the college with nine credits, which they cannot defend⁵. One would wonder how they obtained those credits. (College staff member)

You find girls who have seven to eight credits but can't defend it. (UNICEF officer)

As one college staff member explained, many students (not just FTTSS awardees) that claim to have the minimum qualifications do not achieve the marks required for entrance. Research into WAEC examination pass rates in Bauchi suggests only very limited numbers of students, let alone poor, rural females, leave senior secondary school with the minimum qualifications (Yahaya and Babayo 2012). This adds to the suspicions regarding fake qualifications. Poor candidate qualifications, together with pressure on CoEs to achieve their student admission quotas, produce a downward pressure on admission standards:

There is a pressure; sometimes you will look at the society... if you refuse to admit these students what will they become? They cannot go to university; they cannot go to polytechnic; this place they want to come, you say they do not make the [cut-off] point ... Sometimes there is a pressure from the society; please help us to take them so that they will not become a nuisance to us and the society. (College staff member)

It should also be noted, as has been pointed out in the literature, that when colleges make money from student fees, they can be reluctant to refuse students admission (Thomas 2011).

In addition, the majority of the FTTSS trainees, as with many other students, enter college with basic to intermediate literacy and communication skills, which was evident during the data collection for this research. FTTSS candidates who do not meet the minimum qualification criteria are placed into a pre-NCE one-year preliminary course in the college, which prepares them for admission into NCE1. For the 2013–2014 academic session 77 out of 375 NCE1 awardees in Niger, and 209 out of 659 in Bauchi (almost a third of the intake), were diverted to the pre-NCE course, which was funded by the state. For these awardees to progress to the NCE and to claim their scholarship, they need to achieve the NCCE Minimum Standard of a 1.50 cumulative grade point average (CGPA) at the end of the year.

While the advocacy messages about the FTTSS emphasise the minimum entry qualifications, there is a lack of clarity the exact stipulation for college entry. The NCCE Minimum Standards require five credits in SSCE, including in English and mathematics, and two other subjects that are the subject specialisms students will pursue while in college (NCCE Minimum Standards (NCCE 2012)). In Bauchi it was reported that in some LGEAs where there is a shortage of suitably qualified candidates, some candidates with four credits are considered. Moreover, as one government official explained, these candidates sometimes do better in college than more qualified candidates:

⁵ Their academic performance does not live up to their grades.

Some applicants with four credits instead of five are rejected. They are sometimes better than those with five credits and could go on to graduate. Those with lesser credits should be given a chance.

The survey data suggest more strongly that selection requirements are not being strictly enforced. Only 63% of the trainees met the required criteria of five credits overall. A slightly greater proportion of trainees possessed five credits (67%) in Niger compared to Bauchi (58%). In addition, the survey findings cast doubt on the validity of the credits themselves, given that a greater proportion of trainees with a credit in English (55%) had to repeat a course compared to those without a credit in English (44%). This interpretation, of course, rests on the assumption that trainees did not inflate their SSCE grades in the first place.

The implications of the awardees' under-qualification for course progression and completion are discussed later. However, the apparent disregard for academic requirements also raises questions about which other selection criteria took precedence at the earlier LGEA and SUBEB screenings to justify these candidates' acceptance.

Most respondents stated that the selection process was fair, although in the case of one state the interviewer's research diary reported a lack of conviction in some awardees' responses. However, a minority of respondents among college and government staff, and some trainees, raised very strong concerns about the transparency and fairness of both the identification process (see comments on advocacy in Section 4.3.1) and the selection process. These respondents claimed that some FTTSS trainees were neither indigent nor from rural communities. And several respondents felt that personal interests and lobbying for candidates by politicians and government officers had influenced who was put forward and selected. One UNICEF officer felt that despite the presence of UNICEF and community representatives on the state-level selection committee, the SUBEBs had 'too much power' in the selection process. Informal conversations revealed that a number of FTTSS trainees had close personal connections to government and college officials; researcher observations of female trainees concluded that a number were well dressed and clearly not from poor backgrounds. In fact, one college lecturer let slip the fact that their daughter was an awardee. A government officer also claimed that despite being on the selection committee they often were unaware of the meetings of that committee:

I am supposed to be part of the selection and monitoring but when you are not invited what do you do? (Government official)

Some girls are not supposed to benefit from the programme; their parents are well to do. (College staff member)

Either they [SUBEB] deliberately don't do what they ought to ... or you think you can influence the process and ignore the agreement. (UNICEF officer)

Those trainees that drop out are those brought [onto the scheme] by people with special interests like councillors, chairmen, etc. (Government official)

We are in [a] political era; in fact, sometimes, instead of going to rural communities and picking some of these girls...sometimes because of these political issues, maybe I am the chairman or Education Secretary, I have my younger sister to the wife at home and I am staying in the city; I will rather use her name and say she is from so and so place, and at the end she will not like to go back there because everyone she

knows is in the city...so we need to correct that; people that will give us this name, let them go to rural areas and pick these students; they should not just give us any names. I think this will help the system. (College staff member)

The point raised by the last quote was confirmed by one researcher who found that three FTTSS respondents came from completely different states or non-indigenous ethnic groups. However, since a person can be an indigene from another state yet have lived in the state they are in for many years, this raises a question about the usefulness of using indigeneity as a selection criterion in the first place.

In terms of the origin of trainees, the survey did not explicitly ask them whether they reside in a rural or urban location. However, when asking them what might prevent them from teaching in a village after completing the NCE, the survey included two options that effectively implied that the respondent was not from a rural area. Around 23% trainees indicated that they were unable to teach in a rural school because their family does not live in a rural area and they could not live in a village on their own. Likewise, 17% specified that they could not teach in a rural school because their family does not live in a village and they could not commute to a village school on a daily basis. This indicates that in the selection process the criterion of awarding the scholarship to candidates from rural areas is not strictly adhered to, which may, in part, be due to the problematic definition of the term 'indigene'; even young women living in an urban area can be classed as a rural indigene provided they were originally from a village. The evidence therefore suggests that additional checks need to be put in place to ensure that the candidates are currently resident in a rural area.

There was also a suggestion from a couple of respondents that the selection process enjoyed greater transparency when UNICEF was more directly involved in the advocacy and selection work, as it was in the first two cohorts.

Concern was also voiced by some respondents that rural communities where there are no young women with a secondary education do not benefit from the scheme. In one of the sites visited during the research the highest-qualified woman in the whole village only had a junior secondary school education. Similarly, in all three communities visited in Bauchi where there were FTTSS graduates, no girls had completed secondary education.

An additional problem is that young women from remote rural areas would need to have moved away from their village in order to complete secondary schooling in the first place.

A minority of respondents thought poor urban girls should also be included in the scheme, while some other respondents thought that the programme should not neglect boys.

4.2.3 Finance

Successful implementation of the FTTSS, a partnership between state governments and UNICEF, depends on adequate and sustained funding. Over time the respective financial contributions have changed. In Bauchi State there has been an overall gradual decline in the number of awardees sponsored by the state and an increase in the number sponsored by UNICEF through funding from DFID, as shown in Table 11. Currently, in Niger State, financial support for the FTTSS trainees is provided by UNICEF, through funding from DFID and the LGAs. For the year 2013/14 UNICEF is financially supporting 10 young women from each of the 25 LGAs in the state, whereas each LGA funds five. Previously NGO and state funding

also supported the scheme. The reasons for the changing patterns of funding were not explained by any of the respondents in either state, although respondents do indicate UNICEF's continued and increased commitment to the scheme (see section 4.3.1 for further discussion in this regard). For the year 2014/15 it is projected that UNICEF funding will focus only on the six GEP LGAs. Table 11 summarises the trends in funding and funding sources.

Table 11: Number of awardees supported by different funding sources by year

Year	Bauchi			Niger				
	State	UNICEF	Total	State	LGA	NGOs	UNICEF	Total
2008/09	300	50	350	100	0	20	50	170
2009/10	203	40	243	93	220	20	63	396
2010/11	245	50	295	50	292	0	70	412
2011/12	200	55	255	32	421	0	63	516
2012/13	180	60	240	0	250	0	70	320
2013/14*	200	250	450	0	125	0	250	375
TOTAL	1,328	505	1,833	275	1,308	40	566	2,189

* Bauchi figures for this year provided verbally by senior UNICEF consultant

Source: UNICEF internal reports, 2013

From the allowance of Nigerian Naira (NGN) 50,000 per annum, NGN 18–26,000 is deducted at source by the college for tuition and accommodation costs. Other deductions include fees for the library, student union and religious associations. The remaining amount is disbursed in NGN 5,000 tranches from the college bursary. A member of the bursary department, together with SUBEB and UNICEF members, constitute a committee that oversees the disbursements. The researchers were unable to access any of the financial records.

All trainees and many other respondents agreed that the NGN 50,000 (GBP185, USD305) allowance was inadequate.

Due to increase in the tuition fees by the college and cost of other items the allowance is grossly inadequate. (Government official)

The FTTSS is not economically buoyant. (UNICEF officer)

Moreover, the respondents revealed that these scholarship funds are always delayed, and in some cases FTTSS trainees who have graduated have still not received their stipends.

In terms of the allowances, they are not paying us on time – like I, I was only paid once since NCE1; I have not been paid in NCE2 yet. To talk about NCE3, so if you don't have any way, how will you be supporting your transport costs, all those food allowances. (FTTSS trainee)

In Bauchi, a senior SUBEB representative said that the matter was now being resolved:

The government is aware of the delay in the payment of the stipends of the FTTSS and has made adequate arrangement to remit NGN 2 million to NGN 4 million monthly to the CoE, to offset the backlog.

Trainees sponsored by UNICEF received their funds in a more timely fashion (administered through the SUBEBs) than did those sponsored by the LGA, who received their funds from a joint account administered by the Ministry of Local Government. Despite reported pressure and persistent lobbying by UNICEF officers, some LGA-sponsored trainees have been paid only once in three years and others have not been paid at all. The non-payments and halting financial flows were cited by all FTTSS trainees, as well as by state, LGA and college respondents, as the biggest challenge to the scheme and one that has grown worse over time.

The biggest challenge is timely release of funds and engaging [employment and deployment of girls on completion] them ... the engagement process is a little bit difficult; there are too many bottlenecks. (UNICEF officer)

College tuition fees, included in the scholarship, have also been left unpaid. Despite this lack of financial support and apparent inadequate state commitment, the colleges continue to train the FTTSS students.

The tuition part of their scholarship has not been settled ... it's because of the commitment of the college to this programme; that is why they leave the females there. I am telling you, it's not that they have paid the tuition ... it [is] because of their commitment. (UNICEF officer)

Although survey respondents cited delays in scholarship payments as being an aspect of the scheme they disliked (see Section 4.4.2), 55% liked the fact that their college fees are covered by the scheme.

The absence of mechanisms to ensure that financial commitments associated with the FTTSS are honoured remains a threat to the scheme. Given that the delayed payment of teachers' salaries by government is a longstanding issue (see Adelabu 2005; Sherry 2008; Dunne et al. 2013), the chances of rectifying this issue soon seem remote.

4.2.4 College administration

The colleges have a key role to play in the admission of FTTSS trainees, the administration of the scholarship funds and support for their learning. The first two issues have been discussed in earlier sections, so here we address other administrative issues, focusing in particular on learning support provisions and the organisation of TP.

FTTSS awardees had a degree of extra support not accorded to other students: in addition to the general induction provided by the college for all new students they received an orientation by the FTTSS office, which primarily covered rules, regulations and administrative issues. Although there was no academic content in the induction, a number of FTTSS trainees said they had found it useful. Both colleges had an FTTSS committee, mainly concerned with administrative and financial matters related to the programme, as well as UNICEF-appointed learning specialists and FTTSS coordinators, who were said to be supportive. Observations by both research teams confirmed that these committees, specialists and coordinators were readily available, primarily dealing with accommodation, financial and administrative issues. Students even approached them to borrow money:

When something is delayed – it results in challenges. They often come to look for money; they say I should borrow [sic] them money, NGN 1,000 – 2,000, and it helps them. ... These are challenges. (College staff member)

Yes students are aware there is a coordinator for FTTSS because he takes to hospital, helps us with food, transportation and borrow student money. The coordinator interacts with students and compares results with school and encourages students to read. (FTTSS graduate)

However, one UNICEF officer said that beyond an inaugural address to FTTSS awardees, the committees on the whole were reluctant to carry out any other work without extra payment.

A mentoring system has also been put in place to assist the FTTSS awardees, although this is a relatively recent initiative and thus at a formative stage. In both states mentors have now been officially appointed and in one state a college staff member claimed that weekly meetings were taking place between mentors and FTTSS trainees, though none of the trainees interviewed had yet accessed a mentor. Mentors, however, lamented the fact that they had too many students to deal with, had no financial remuneration for the extra work, and did not have their own office in which to meet students.

In my opinion getting an office to meet with FTTSS students will help them because some of their problems are personal. (College mentor)

Both in the interviews and in the observations there was little evidence of FTTSS trainee support by mentors, in guidance and counselling, or in remedial teaching sessions. A lack of support is common to other teacher education institutions in Nigeria; the Ministry of Education's situational analysis lamented 'insufficient student support in the areas of scholarship, medical, housing, counselling services etc.' (FME 2009b: 5)

However, there are plans to begin remedial English classes for FTTSS awardees funded by UNICEF in both states. In both states there are also plans to offer remedial English classes to all students. Providing more lessons on the English language was also suggested by 20% of the survey respondents (see Figure 6 and Section 4.4.1).

TP is a required element of teacher training, highlighted in FME stipulations and in college handbooks. The most recent edition of the Minimum Standards for General Education (NCCE 2012) states that TP should last for a full semester from the beginning of NCE3. In one college, although the course outline refers to a total TP of 26 weeks, only 12 weeks were timetabled in the NCE course. The organisation of TP makes major administrative and financial demands on the CoEs and on the LGEAs, both of which are involved in the supervision of trainees. According to the NCCE regulations, each trainee should be supervised 10 times over the period; however, due to a lack of funds for transport and a shortage of lecturers, this does not happen in practice. This is discussed in more detail in Section 4.4.1.

Echoing a more general and longstanding concern evident in the literature (see Section 2.5.1) one UNICEF officer questioned whether the state CoEs currently had the capacity to deliver effective training to the awardees:

Are they [the colleges] having the capacity? If they don't have the capacity, me I would not be sending anyone there to be honest. ... It is pointless sending awardees to an institution if the quality isn't there. (UNICEF officer)

In summary, the acknowledged learning and support needs of these largely underqualified students and their evident difficulties in reading, speaking and writing in English, have not yet been addressed in college training. This has implications for progression and completion in a system that requires students to wait for a year to re-sit exams following a failed course.

4.2.5 Teacher deployment

The administration of teacher deployment involves a bureaucratic chain including SUBEBs, SMoEs and the Ministry of Local Government. In addition LGAs, LGEAs and schools are involved. For the FTTSS graduates, who are required to return to rural communities in their home LGEA, deployment has proved especially difficult. Of the 95 FTTSS graduates in Niger State only 12 had been deployed at the time of the research (February, 2014): nine in very rural areas, three in semi-urban. UNICEF figures provided from Abuja by hand, after the fieldwork was completed, suggest that by April 2014 all 95 had been deployed; neither the location of the schools nor the specification of which trainees were posted to which schools was provided. The predominant cause of deployment difficulties cited by government officials is the lack of a budget allocation to cover teacher salaries, despite reported lobbying and advocacy by UNICEF in this regard. In addition, as one UNICEF officer pointed out, 'the political appointment of teachers' is another potential barrier to successful deployment of the FTTSS graduates, as other studies have highlighted (Williams 2009; Dunne et al. 2013).

In contrast, a much higher percentage of graduates from the first two cohorts have been deployed in Bauchi, although figures varied slightly depending on the source. Records from UNICEF and the SUBEB show that 117 FTTSS graduates from the first cohort and 149 from the second have been employed, out of 266 graduates, and posted to rural schools in the 20 LGAs. Thus, all graduates in Bauchi have now been absorbed into the system. One FTTSS graduate described the process as follows:

LGEA informed us of our employment. There are five students from [our LGA] and all of us are employed. We graduated 2011 and [were] employed 2013. So many graduates and no employment, but we are employed. We were asked to fill in a form indicating where we wanted to be posted; we also gave them an acceptance letter and we were told the date to start work.

Unfortunately, the lengthy process of getting approval for the release of funds on account of the state embargo on public service recruitment meant that it took two years from graduation for graduates to be employed. Such delays to deployment are a threat to graduate retention, as graduates may need to seek employment elsewhere.

The details of the Niger postings are interesting; one UNICEF officer pointed out that some of the FTTSS graduates working in their community schools had already been teaching and had used the FTTSS to upgrade their qualifications. In these cases the FTTSS has not had an impact on increasing female teachers in the rural areas but rather has improved the quality of existing teachers in rural schools. Other illuminating cases include: the posting of an FTTSS recipient who had not completed the programme and still had one course to re-sit; the posting of three of 12 graduates to semi-urban schools, according to a UNICEF report; an

FTTSS graduate being withdrawn from the scheme due to marriage; and the fact that some FTTSS graduates nearly rejected their posts because they were not posted back to schools in their home villages, as they had been expecting, but rather to other schools in the LGEA – this was especially critical for those who had understood that the bond meant working unpaid for two years, which would have been unmanageable outside their home village. The above cases point to a need to improve communication, an issue discussed in more detail in Section 4.5.

School visits indicated an overconcentration of teachers (both male and female, including FTTSS graduate teachers) in very small schools. For example, Girki, in Niger, has 10 teachers, six female and 10 male, for 106 pupils. By comparison, Gona, in Bauchi, has only four teachers, one female and three male, for 271 pupils (see Table 19).

The challenges of teacher supply have resulted in plans in Niger to employ a further 6,000 teachers in 2014. This is intended to include the 95 FTTSS graduates. Even so, there was an awareness among GEP3 staff of the need for continued advocacy at a high administrative level to bolster political support to ensure that this intended deployment is realised. This is especially the case as there are no mechanisms in place to track FTTSS graduates and ensure they are employed and deployed (see Section 4.2.5)

Both states have encountered a number of bottlenecks that have hampered the potential to achieve the GEP3 Output 4 – getting graduates to teach in rural communities and mobilising other girls to participate in formal education.

4.2.6 Tracking of graduates

There was very limited tracking of FTTSS recipients in college or into their school posting. Although in one of the state colleges a mechanism for tracking students was reported, this focused on lecture attendance by FTTSS students and there was no evidence in reports or records that the tracking actually took place. In both states some tracking records were held by UNICEF and by the LGEAs, but this was not supported by tracking by the SUBEBs, or by the CoEs. FTTSS dropouts in Bauchi also confirmed in interviews that even where tracking was supposed to have taken place, no one had contacted them since they had left the scheme.

No UNICEF or SUBEB official came since when I dropped out. (FTTSS dropout)

Nobody from any of these organisations has visited or contacted me since when I dropped out. (FTTSS dropout)

4.2.7 M&E of the FTTSS

In general the M&E of the FTTSS was found to be weak. In one state the SUBEB M&E department claimed responsibility for keeping records of M&E to inform future decisions about the scheme. Limited information was gleaned from the other state on this issue. No evidence of M&E was observed by the research teams. In the other state in question the college had designated this responsibility to staff (e.g. learning specialists and FTTSS coordinators), although again there was little evidence that this was operational. Similarly, there was limited evidence of UNICEF activity in M&E although UNICEF reportedly does carry out M&E within GEP more broadly, and is intending to increase its M&E. Indeed, trainees

reported that they have never received any form of visit from UNICEF aimed at monitoring the programme or obtaining their views on how the programme was being operationalised. In addition, monitoring of TP by UNICEF officers or LGEA FTTSS officers appears to be very weak, often on account of a shortage of funds for transport.

4.2.8 UNICEF and government collaboration

The major stakeholders collaborating with UNICEF included SUBEBs, the LGAs/LGEAs, CoEs and in one state an NGO (for the first two cohorts). The collaboration between UNICEF and these stakeholders focused on selecting, funding, training, employing and deploying the trainees after graduation through a monthly coordination meeting of the FTTSS technical committee comprising members from all the institutions mentioned above. SMOEs appears to play a minimal role in the administration and operationalisation of FTTSS although one UNICEF officer thought that SMOEs should be more involved in the scheme.

Other collaborations include monthly technical meetings conducted by the GEP state projects coordinator, based in the SMOEs, with consultants and GEP3 desk officers from LGAs. In addition the Girls' Education Committee, made up of about 14 members drawn from the SUBEB, SMOE, traditional and religious leaders and community members, focuses on addressing issues related to girls' education in the state, including the FTTSS.

Most respondents regarded these collaborative mechanisms as working well in terms of sharing information and communicating expectations, as well as addressing project challenges. They acknowledged the difficulties regarding timing and managing these collaborative meetings due to coordination issues, as well as the time commitments of the stakeholders.

One UNICEF officer, however, described collaboration between UNICEF and SUBEB as 'difficult' with regard to the delays in payment of the awardees' stipends.

Another UNICEF officer, however, felt there were more fundamental difficulties in the collaboration, in particular a general lack of clarity as regards leadership, roles and responsibilities within FTTSS; in their view UNICEF's role is 'to support and advise government' but the officer noted 'that is not always government's understanding'. The complexity of government as an organisation was commented on by another UNICEF officer who recalled that while initiating communication and collaboration it felt 'like a huge dismembered body'.

That said, there have been a number of practical positive instances of collaboration that have taken place between UNICEF and college staff in both states. Examples include the appointment of female college mentors. In this case, college lecturers in one state had either received UNICEF-led training, e.g. on mentorship, or had worked with UNICEF as resource persons in training others. College staff have also been involved in UNICEF research. The good relationship between UNICEF and the colleges is exemplified by the trust the colleges have in allowing awardees to study even when tuition fees have not been paid, as highlighted in the quote in Section 4.2.3. However, without systematic records or adequate M&E the effectiveness of these meetings/this collaboration is hard to describe or evaluate.

In the minutes of meetings made available to the researchers there is only limited information, in terms of focused action points with respect to the FTTSS. UNICEF

respondents described their work in planning and developing criteria and operational arrangements around FTTSS with SUBEB and LGA officers. Some of these efforts were difficult and frustrating for the UNICEF staff, as they described an absence of political will in some quarters (although not in others) to engage fully with the implementation demands of the FTTSS.

4.3 Indicators of effectiveness

This section addresses the second research question:

How successful has FTTSS been in getting trained teachers into schools?

To answer this research question we draw on quantitative and qualitative data obtained from a range of sources. The quantitative data utilised include primary data collected through the FTTSS trainee survey and secondary data provided by UNICEF – both state-level data from the EMIS and school-level data collected through school visits. Some of the data refer to all five states that are participating in the FTTSS, while other data refer only to Bauchi and Niger, the two focus states in this study. Likewise, the qualitative data used comprise primary data from the field, using interviews and observations, and secondary documentary data collected during fieldwork. These data only refer to Bauchi and Niger States.

4.3.1 Access and enrolment

Access trends across the participating states are summarised in Table 12, which shows figures from 2008/09 for the four original FTTSS states – Katsina, Sokoto, Niger and Bauchi – but only from 2012/13 for Zamfara State, which only joined the scheme in that year. As the table indicates, a total of 7,810 females have been awarded scholarships across the five states since 2008/09, with the GEP funding 2,411 awardees (31%). This represents a considerable buy-in to the GEP FTTSS programme, with states funding over two scholars to every one funded by UNICEF/DFID. The number of awards offered in each state has varied by year. Apart from in Niger, the non-project funding has been provided predominantly by the state. It is only in Niger that the LGA (as opposed to the state) has funded the majority of FTTSS trainees. This distinction in state and LGA funding is somewhat complex, with there likely being differences in terms of the funding pathways and decision-makers in each state/LGA. There are no clear enrolment trends. However, by and large, across the four states which initiated the scheme in 2008/09, the number of awards offered increased in the second (2009/10) or third year (2010/11). However, not all states have sustained the increase in the number of awards year on year.

Although the prospect of having an additional 7,810 qualified female teachers available for deployment is a cause for optimism, as we explore in the sections below, the completion, deployment and retention data seriously undermine this optimism.

Table 12: Number of FTTSS awardees by cohort in the five participating states

State	Year of admission	Sponsorship				Total
		State	LGA	NGO	GEP	
Katsina	2008/09	100	0	0	50	150
	2009/10	102	0	0	48	150

	2010/11	272	0	0	68	340
	2011/12	272	0	0	68	340
	2012/13	224	0	0	56	280
	2013/14	277	0	0	250	527
	Sub-total	1,247	0	0	540	1,787
Sokoto	2008/09	50	0	0	50	100
	2009/10	250	0	0	50	300
	2010/11	250	0	0	50	300
	2011/12	200	0	0	50	250
	2012/13	210	26	0	50	286
	2013/14	100	0	0	250	350
Sub-total	1,060	26	0	500	1,586	
Zamfara	2012/13	51	0	0	50	101
	2013/14	50	0	0	250	300
	Sub-total	101	0	0	300	401
Bauchi	2008/09	300	0	0	50	350
	2009/10	200	3	0	40	243
	2010/11	204	45	0	50	299
	2011/12	210	0	0	55	265
	2012/13	180	0	0	60	240
	2013/14	200	0	0	250	450
Sub-total	1,294	48	0	505	1,847	
Niger	2008/09	100	0	20	50	170
	2009/10	93	220	20	63	396
	2010/11	50	292	0	70	412
	2011/12	32	421	0	63	516
	2012/13	0	250	0	70	320
	2013/14	0	125	0	250	375
Sub-total	275	1,308	40	566	2,189	
Grand total		3,977	1,382	40	2,411	7,810

Source: Figures were collected from UNICEF Abuja (April 2014) after fieldwork.

4.3.2 College completion

Data for Bauchi State, provided by UNICEF Bauchi, indicate that of the 350 FTSS awardees who started their NCE course in 2008/09, 151 (43%) dropped out during the course, and 117 graduated from it in 2011/12 (see Table 13). This represents a completion rate of 33% (calculated based on the total numbers awarded under FTSS) and a pass rate of 59% (calculated based on those who sat the exam).

Table 13: Number of tracked FTSS awardees from inception to graduation, by cohort in Bauchi

Year	Awards offered	% declining the award	Total enrolled in CoE (n)	Dropout (n)	Dropout rate (%)	Number graduated	Completion rate (%)
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2008/09	350		350	151	43	117	33
2009/10	243	14	208	27	13	149	72
2010/11	299	28	212	34	16		
2011/12	265	27	187				
2012/13	240		240				
2013/14	450		450				
TOTAL	1,847		1,647			266	

Sources: UNICEF 'D' field (February 2014) and UNICEF Abuja update (April 2014)

Of the 243 women who gained a place on the scheme in 2009/10, 14% did not register for the NCE course. However, amongst those who did enrol, dropout numbers were much lower than in the first batch, and completion rates much higher. A total of 266 awardees have graduated from the first and second cohorts in Bauchi, and all have been deployed in rural schools. This represents 45% of the total numbers awarded under the FTSS in the first two years.

Table 14: Number of tracked FTSS awardees from inception to graduation by cohort in Niger

Year	Total (n)	Dropout (n)	Dropout rate (%)	Number graduated (n)	Completion rate (%)
2008/09	170	15	9	54	32
2009/10	396	16	4	36	9
2010/11	412	33	8	Awaiting results	
2011/12	516	50	10	In NCE3	
2012/13	320	0	0	In NCE2	
2013/14	375	0	0	New NCE1	
TOTAL	2,189	114			

Source: FTSS screening process in Niger, state report (2012)

Data for Niger State present a more sombre picture. Of the 170 awardees who began their training in 2008/09, 15 (9%) dropped out of the course. Of the remaining awardees, 54 graduated and received their teaching qualification. This represents a completion rate of 32% and a pass rate of 35%. Amongst the second batch of 396 FTSS awardees, only 36 graduated in 2012/13, representing a completion rate of 9.1% and a pass rate of 9.4%. Updated data from UNICEF Abuja (April 2014) provided after fieldwork in May 2014 indicate that 95 (17%) of those awarded under the FTSS in the first two cohorts have graduated and all have been posted. The reasons for these outcomes are explored below and further elaborated in the next section 4.4.

Drawing now on primary data – namely the FTSS trainee survey – 76% of respondent trainees in NCE2 and NCE3 (67% in NCE2, 86% in NCE3) indicated that they have repeated a course. A greater proportion of trainees in Niger (78%) have repeated at least one course, compared to Bauchi (75%) (see Figure 2). Almost a third (31%) of respondents have repeated four to eight courses. Since trainees cannot graduate from NCE3 until they have passed all their 'spill-overs' [failed courses], the large number of failed courses is a threat to programme completion.

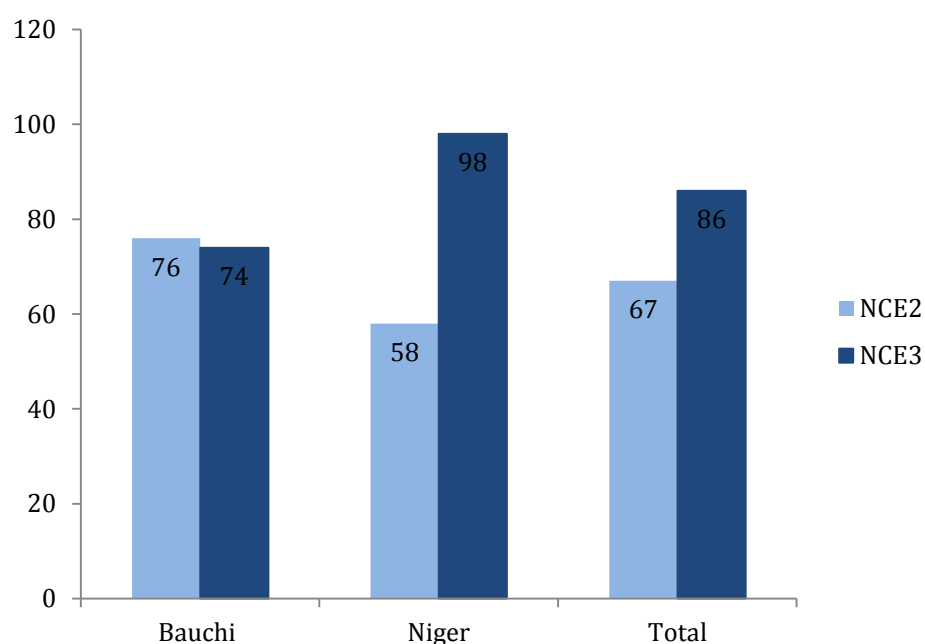


Figure 2: Percentage of NCE2 and NCE3 students repeating a course (N = 229)

A greater proportion of married trainees (70%) had repeated a course compared to single trainees (61%). Rather surprisingly a greater proportion of trainees with English credits (82%) had repeated a course compared to those without it (65%). This raises the question of the extent to which the possession of a credit is a valid indicator of achievement and a predictor of future success.

Furthermore, the fact that 70% of the responding awardees were single and 92% were aged 25 or below could pose a risk to programme completion, as the qualitative data highlighted marriage and pregnancy as factors in college performance and dropout.

Marriage and babies are factors that affect the FTSS students. (College staff member)

I started the NCE programme before I got married. After the marriage my husband removed me. That is my only reason for dropping out. I did not inform anybody before dropping out though I told one of the lecturers in the PES department and the lecturer counselled me and asked me to continue praying. My family members felt bitter about this. My parents were bitter about this problem because they are interested in my education and know the importance of formal education. My husband right now after so much pressure from my parents and myself has accepted (against his wish) that I would go back to school. I hope UNICEF will sponsor me to continue with my studies. (FTSS dropout)

What is more, given that training lasts at least three years (four or more if trainees undergo pre-NCE and/or have many carry-overs and there are delays in deployment) there is a strong possibility that trainees' marital status could change during the training, with possible implications for programme completion. Indeed, 14% cited the possibility of marriage as a potential barrier to finishing their training.

However, survey data also indicate that trainees in college consider financial matters to be a more likely threat to programme completion (46%), either as a result of delays in the payment of funds (37%) and/or the inadequacy of the scholarship to cover the trainees' expenses (28%). The interview data confirm financial issues as being the overriding threat to completion, not only because of trainees' inability to meet living expenses, but also because of specific effects on learning, such as arriving late for class or missing class altogether as a result of trying to save money on transport. These issues are discussed in greater detail in Section 4.4.2.

Importantly, the limited available qualitative data about the *actual* reasons for dropping out given by awardees (both dropouts and current trainees), as well as by some college staff respondents, relate to academic matters rather than finance. The specific problems identified were that the courses were too difficult, resulting in exam failure and subsequent repetition, the study regimes were unfamiliar (see Section 4.4.1), and/or awardees were forced to study subjects they did not want to study or felt were too difficult, as the following quotes illustrate:

It was difficult for me because it was not the way I was used to in the secondary school. I did not tell anybody in school about the difficulties. Nothing was done to help me. I dropped out due to many carry-overs [courses that had to be repeated] when the results came out. (FTTSS dropout)

Students are not offered courses they can cope with. They are not consulted either before courses are offered to them. Some students find it difficult to cope with courses offered them which leads to them dropping out. I was made to study maths/economics; I found it very difficult. I know I could change to another department but I didn't. (FTTSS dropout)

She was withdrawn from the school; she could not make the [CGPA] points [grades] that the school wanted... (FTTSS trainee)

In Niger State in particular, other reasons given less frequently for non-completion of the programme included marriage, pregnancy, or success in securing a place on a degree course. Religious reasons were also cited; one LGEA official said that nine out of 11 FTTSS awardees from the LGEA dropped out, but they were able to persuade them to return to class:

Some who dropped out it was because of their religion; they preferred Qur'anic schooling. Some because of their husbands who will not allow them to interact with others in school.

While some awardees sometimes dropped out of the programme because of a lack of marital or family support, it should also be pointed out that where support was strong, awardees who were thinking about dropping out were persuaded to continue their studies.

4.3.3 Deployment

One of the indicators of the success of GEP3 Output 4 is the number of GEP-supported graduates 'on the teacher payroll in their respective communities'. The data presented in this section provide evidence of graduates' employment in rural schools. However, data that make clear whether graduates are employed in their respective communities are scarce.

Data obtained from UNICEF (2013) on the number of awardees who have graduated and are deployed in rural school in four states are summarised in Table 15. Out of a total of 464 who have graduated, 380 (82%) have been posted. Updated figures (in brackets) suggest that this has risen to 87% of graduates. While this would appear to be a very positive outcome, discrepancies in the data cast some doubts on this finding. It is also rather sobering to consider that those deployed in schools comprise 20% (22%) of those awarded under the FTTSS.

Table 15: FTTSS awardees from graduation to deployment by cohort

State	Year of admission	No. graduated	No. deployed in rural communities
Katsina	2008/09	50	19 (27)*
	2009/10	12 (15)*	3 (4)*
	Sub-total	62 (65)*	22 (31)*
Sokoto	2008/09	33	18
	2009/10	13	0
	Sub-total	46	18
Bauchi	2008/09	117	117
	2009/10	149	149
	Sub-total	266	266
Niger	2008/09	54	54
	2009/10	36 (41)*	20 (41)*
	Sub-total	90 (95)*	74 (95)*
Grand total		464 (472)*	380 (410)*

* Figures in brackets were supplied by UNICEF Abuja (April 2014) after fieldwork
Source: UNICEF, updated November 2013

In Bauchi, 266 awardees have graduated from the two cohorts, and at the time of writing this report all were reported to be deployed (100%) in rural communities.

This is the first state to produce 266 FTTSS NCE female graduates deployed to 20 LGAs of the state. (College staff member)

It should be noted that the Niger figures in Table 15 stating that 74 FTTSS graduates have been deployed out of 90 (82%) contrast significantly with the figures gathered from several government sources in the fieldwork – and provided elsewhere in this report – stating that only 12 graduates out of 95 have so far been deployed (13%). Further data produced after fieldwork and shown in brackets suggest that 100% of graduates have been deployed. Again this huge range in the data casts doubt on their quality and veracity.

4.3.4 Professional retention and career aspirations

As indicated in Section 4.2.1, the vast majority of responding FTTSS trainees (88%) in the survey were aware of their obligation to teach in a rural school for two years after graduation and a majority (84%) expressed the intention to fulfil this commitment, though, as highlighted in Section 4.2.2, the bond for Niger indicated a three-year commitment. It appears that the older the trainees are, the more willing they are to teach in a rural village for two years after graduation (see Table 16). However, the differences in level of willingness

in this regard were not found to be statistically significant, perhaps because of the underrepresentation of older respondents in the sample. No substantial differences as regards fulfilling the scholarship obligation were found between single (83%) and married respondents (81%).

Table 16: Intention to teach in a rural village for two years by age

Age bands	Intention to teach in a rural school for two years				Total
	Yes		No/Not sure		
	Percent	N	Percent	N	
16–20	84	94	16	18	112
21–25	83	149	17	31	180
26–30	88	21	12	3	24
31–38	100	3	0	0	3
TOTAL	84	267	16	52	319

When asked how long they intend to teach after graduation (although not specifically in a village) 10% indicated that they plan to teach only for one year, reflecting a lack of commitment to fulfilling the bond obligation. While 94% of respondents indicated a commitment to teaching for two or more years, only 31% plan to teach for six or more years. This implies a potential threat to the long-term retention of the trainees after graduation.

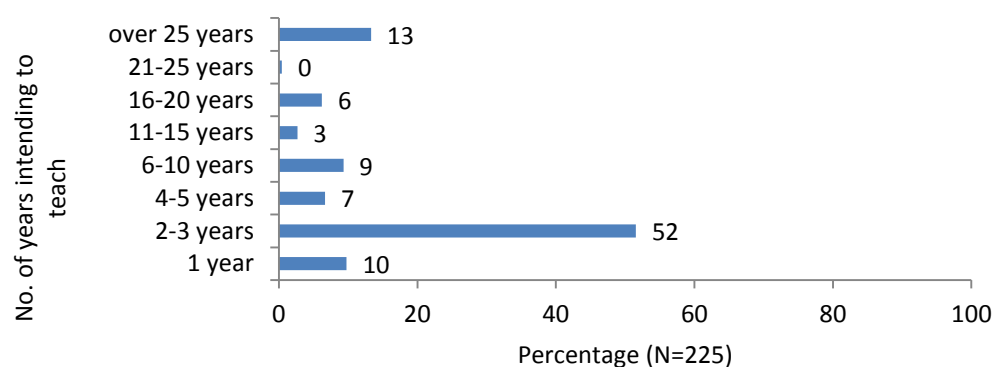


Figure 3: Number of years for which trainees are intending to teach

Despite expressing an intention to fulfil the two-year bond obligation, respondents also identified some risks in regard to doing so (see Figure 4). Notably, 38% – well over a third – said that they may not teach in a village for two years if they are offered a better job; 23% said that their families do not live in rural areas and they cannot live in a village on their own; and 17% mentioned that their families do not live in rural areas and they could not commute daily to a village school. As highlighted above in the discussion on programme completion, the possibility of awardees' marital status and family circumstances changing after graduation and deployment, especially given the delays in deployment, may pose a threat to their fulfilling their bond commitment. Interestingly, 22% said that living in a village is a barrier to their marriage aspirations and by implication constitutes a potential barrier to fulfilling the condition of teaching for two years in a rural school.

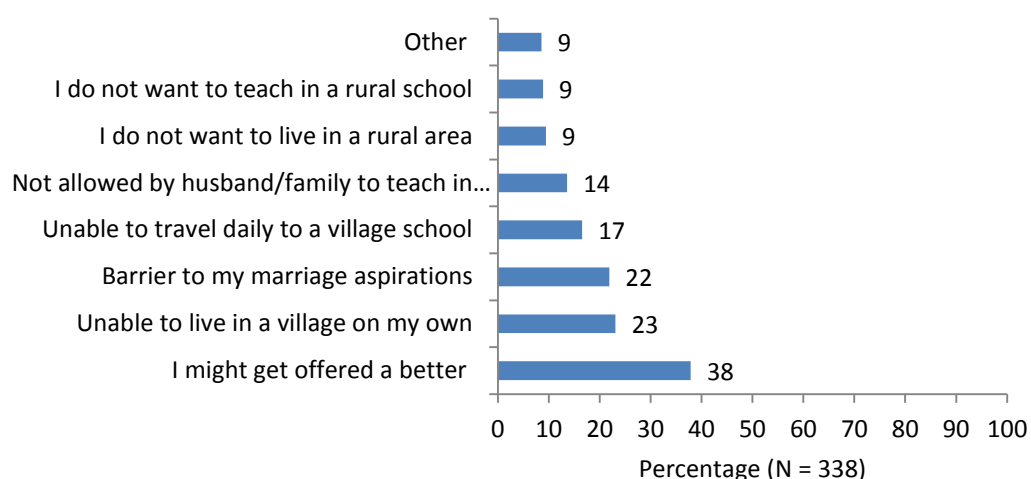


Figure 4: Perceived barriers to fulfilling the commitment to teach in a rural school for two years

Qualitative data similarly showed a mixed picture as regards awardees' career aspirations and the likelihood of their fulfilling the bond: while some were happy to become teachers and go back to rural areas, especially those who had already completed their training, others were unsure or adamant that they did not want to teach and/or work in a village school. As the literature suggests, some view teacher training as a means of escaping from rural life (Mulkeen 2006) or as a stepping stone to tertiary education (Burke 2009). Respondents in Bauchi seemed slightly more positive than those in Niger, where some awardees said they were happy to teach in a rural area but their body language suggested otherwise. The following quotes reflect the range of responses:

We don't want to work in the village. (FTTSS trainee)

We can promise and sign the bond, but it is just to promise, promises can be broken. (FTTSS trainee)

After graduation, if I can further my education, if not I can get married or get a job. (FTTSS trainee)

I will prefer to work in the ministry than to teach. (FTTSS trainee)

I love teaching though it is not easy and it was very difficult at first but we are coping. (FTTSS graduate)

After two years I will continue to teach. (FTTSS graduate)

According to government officials and some UNICEF officers, trainees find teaching unattractive and since teachers' salaries are not attractive, aspirations to be a teacher are very weak:

Teacher remuneration is low, thus some girls prefer other sectors like health where they pay more. (UNICEF officer)

The unattractiveness of teaching as a career is widely acknowledged (FME 2009b).

4.3.5 Community impact

Although evidence of specific impacts was sparse, there was evidence of widespread appreciation of the FTTSS scheme, and its positive impact, among school and community members. There were several cases of communities providing accommodation or providing money for the FTTSS graduate's transport expenses.

4.3.5.1 Enrolment trends

Although the FTTSS is a key strategy to achieve GEP3 Output 4 (an increased and more effective participation of women in providing education), it also relates to Output 2 (an increased demand and support for girls' education), indicators of which include pupil enrolment rates for Primary 1 and the GPI. The FTTSS also contributes more broadly to the GEP3 impact of having more girls in target states completing basic education, for which increased enrolment rates is a first step.

The state-level enrolment trends in public schools at primary level are summarised in Table 17. It is very difficult to identify particular trends in terms of overall enrolment or the gender ratios in enrolment in the five states participating in the FTTSS programme. In Katsina, for example, total enrolment rates have fluctuated from just over 802,000 in 2008/09 to just under 155,000 in 2010/11, and although the percentage of girls has increased from 36% in 2008/09 to 40% in 2010/11, enrolment for both girls and boys has gone down. Likewise, in Niger there was a massive increase in the percentage of girls to boys in 2010/11 but a huge decline in enrolment for both girls and boys. More importantly, some of the extreme fluctuations in total numbers and gender ratios raise serious doubts about the reliability of the EMIS data.

Table 17: Gender-disaggregated pupil enrolment* in public primary schools in the five FTTSS states, 2006–2011

States	2008/09				2009/10				2010/11			
	M	F	%F	Total	M	F	%F	Total	M	F	%F	Total
Bauchi	486.0	337.2	41	823.2	432.6	304.9	41	738	–	–	–	–
Katsina	513.8	288.3	36	802.1	825.1	525.9	39	1,351.0	86.7	58.3	40	144.9
Niger	298.2	184.3	38	482.6	405.0	277.2	41	682	25.4	37.9	60	63.3
Sokoto	443.7	314.5	41	758.1	581.3	473.9	45	1,055.1	430.1	189.2	31	619.3
Zamfara	209.6	90.7	30	300.4	9.7	8.5	46	18.3	172.2	83.0	33	255.6
TOTAL	1,951.3	1,215	37	3,166.4	2,253.7	1,590.4	42	3,844	714.4	368.8	33	1,083.1

* Numbers are given in thousands

Sources: Nigeria Digest of Education Statistics 2006–10 (FME 2011) and ASC 2011 (2010/11 data)

Moving on to pupils' enrolment figures in the sample primary schools in the study, Table 18 summarises the numbers obtained from schools with a graduate FTTSS teacher in post. It should be emphasised that we can neither attribute causality from the deployment of FTTSS teachers to girls' enrolment nor draw conclusions regarding the possible impact of FTTSS graduates on girls' enrolment, given the short period of time the graduates have been in post. However, as Garuba's (2010) earlier FTTSS study indicated, in some villages girls' enrolment was said to have increased just at the prospect of a female teacher eventually arriving in the village. That said, overall, the enrolment data from the sample schools suggest a slight increase in the number of girls in 2013/14, when the FTTSS graduate teachers were deployed. This increase is considerable in the case of Dariya, in Bauchi, where

girls' enrolment increased from 42 in 2012/13 to 78 in 2013/14 (an increase of 86%). Likewise, in Gona, a considerable increase in the number of girls was recorded in 2013, from 100 to 158 (a 58% increase). However, in the same year the number of boys decreased from 150 to 113 (a 25% decrease).

In Girki, in Niger, the increase in the number of girls from 37 in 2012/13 to 47 in 2013/14 (an increase of 27%) was attributed by the SBMC and head teacher to the presence and efforts of the FTTSS teacher, who, it was reported, goes out on advocacy visits to encourage parents to enrol their children in the village school.

This is my village, I know them, and they know me. Sometimes when I go to somebody's house and I see that the children are not coming to school, I will ask them why ... I will encourage them to allow them to come to school. There was even a day I had to quarrel with one woman because of this ... now if you go to Primary 1, you will see girls. (FTTSS graduate teacher)

Table 18: Pupil enrolment in sample primary schools where an FTTSS graduate teacher is deployed

State	Schools *	2011/12				2012/13				2013/14			
		M	F	%F	Total	M	F	%F	Total	M	F	%F	Total
Bauchi	Dariya	51	35	40.7	86	65	42	39.3	107	100	78	43.8	178
	Ruwa	69	61	46.9	130	72	64	47.1	136	84	78	48.1	162
	Gona	135	95	41.3	230	150	100	40.0	250	113	158	58.3	271
Niger	Girki	48	34	41.5	82	55	37	40.2	92	59	47	44.3	106
	Tsauni	-	-	-	-	58	30	34.1	88	61	35	36.5	96

* All names are pseudonyms

Source: School profile forms from fieldwork

In Bauchi, the only female teacher in each of the three sample schools, all of which were in very rural communities, was an FTTSS graduate (see Table 19). In Niger, the two FTTSS graduate teachers were deployed to schools that already had female teachers, and where the proportion of female to male teachers was already higher than in similar schools.

Table 19: The number of male and female teachers in sample schools with a graduate FTTSS teacher deployed

State	School	Male	Female	% female	Total
Bauchi	Dariya	3	1	25	4
	Ruwa	4	1	20	5
	Gona	3	1	25	4
Niger	Girki	4	6	60	10
	Tsauni	4	6	60	10

Source: School profile forms from fieldwork

In addition to the example of the Girki school cited above, the qualitative interview and observational data from the school visits suggest, in general terms, a strong positive impact of FTTSS graduates on their schools and communities in terms of girls' education, even though specific impacts were difficult to substantiate either for the reasons given above or because no concrete evidence was provided.

Across the sample schools in both states community and school interviewees said that the presence of the FTTSS graduate in the school had helped sensitise communities to the importance of girls' education and increased girls' enrolment.

Parents allow their daughters to attend school due to the presence of the FTTSS graduate teachers. (SBMC member)

Before females did not like to go to school but now females are sent to school... There are more female pupils in the school because of the female teacher. (Head teacher)

However, the fact that in the two Niger schools there were already more female teachers than male teachers in the school before the arrival of the FTTSS graduate shows that the presence of female teachers alone may not necessarily have any effect on enrolment. Conversely, even before the FTTSS graduates arrived in the three sample schools in Bauchi, when there were only male teachers, girls' enrolment was increasing.

4.3.5.2 Other impacts

In addition, in a couple of cases interview data suggest that the FTTSS graduates' teaching has impacted positively on the quality of education offered by the school, thereby encouraging parents to send children to school:

We prefer children to be useful to us at home because we don't know whether they learn or are taught anything in school but the FTTSS teacher has changed all that now. (Community member)

The FTTSS graduates are more confident than even the head teacher; they boost the morale of other teachers. (Government official)

The FTTSS graduate advises pupils in the school. (Head teacher)

It is difficult to gauge the effectiveness of graduates' teaching and college training from one-off classroom observations of their teaching but reports by head teachers and community

members suggest that the trainees are enthusiastic and teaching better than some of the other, older teachers, and there was also one suggestion that this might have a knock-on effect on other teachers' morale. The very fact that FTTSS graduates were in class and teaching, when other studies have shown teacher absenteeism to be a major problem, especially in rural schools (e.g. Urwick and Aliyu 2003; Adelabu 2005; Adekola 2007; Sherry 2008; Dunne et al. 2013), is in itself positive. Indeed, in a couple of the rural schools visited other teachers were observed sitting outside and not teaching. The above issues are discussed in greater detail in Section 4.4.3.

However, the need to establish the impact FTTSS graduates are actually having on pupil learning is an important issue:

How well are they teaching? ... deployment is one thing but what is their performance in the classroom? Have they made a difference to pupil understanding? (UNICEF officer)

In both states, across the respondent groups, there was also frequent mention of FTTSS graduates serving as important role models in the community, although it was often unclear what exactly this means in practice and there seemed to be limited understanding among FTTSS trainees that, in order to be a role model, one needs to be actively involved in social mobilisation and community development. However, it would seem to be the case that two graduate teachers were indeed role models in this sense: one is helping to raise money for building the head teacher's office; another is a secretary for community meetings.

Increased community pride was clearly an additional positive effect in the case of one FTTSS graduate who had returned to her own village:

We the people of this community are very happy about our daughter who has gone to school gotten an education and is now back with us as a primary school teacher. She is well dressed and clean. (SMBC member)

The girl that has graduated has brought a lot of changes into the educational system by introducing new methods of teaching and caring for our children and we are proud of her. (SBMC member)

Other more extravagant and unsubstantiated claims made about the impact of this FTTSS graduate included preventing girls from dropping out, increasing women's applications to higher education, and reducing poverty.

4.4 Experience of FTTSS awardees

The following two sections address the third research question:

What are the key barriers to programme completion, posting and retention in the beneficiary schools?

In this section we focus on the experiences of the awardees, predominantly in the CoEs, in relation to both academic and non-academic matters, using both the qualitative and survey data. We then report on the teaching experiences of FTTSS graduates in their school postings, drawing on classroom and school observations and interviews with the awardees.

4.4.1 Academic experience in college

All trainees were happy to be in college and generally spoke about the experience in positive general terms (Figure 5). However, they also reported a number of difficulties regarding both academic and non-academic matters, many of which were confirmed by college staff and researcher observations and were common to many other students. The top two suggestions by awardees for course improvement, according to the survey results, were to improve learning resources and reduce overcrowding in classes (see Figure 6). These issues are discussed in greater detail below.

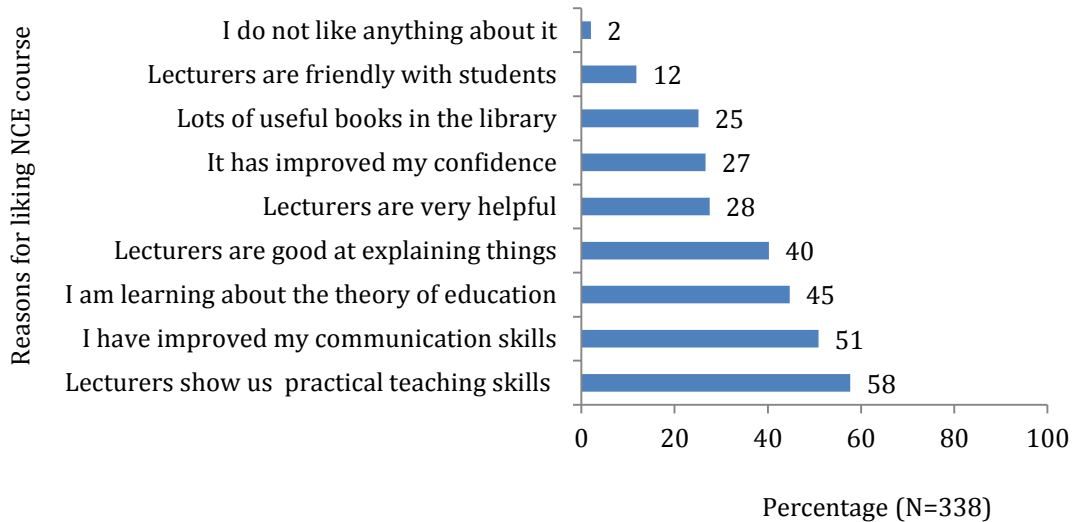


Figure 5: Reasons FTSS trainees gave for liking the NCE course

FTSS respondents generally felt that they were treated like all other trainees in terms of access to facilities and treatment by staff and peers, although one or two comments suggested that some staff and students expressed negative feelings towards the FTSS awardees because awardees did not have to pay their own fees and/or were perceived to be weaker or lazier students:

We had a mentor in CoE who advised us to study hard and not bother about what others said because some lecturers and students said we would all be dropped because we would not pass the exams. They said we didn't know the value of education because we were not paying for it. This troubled me. (FTSS dropout)

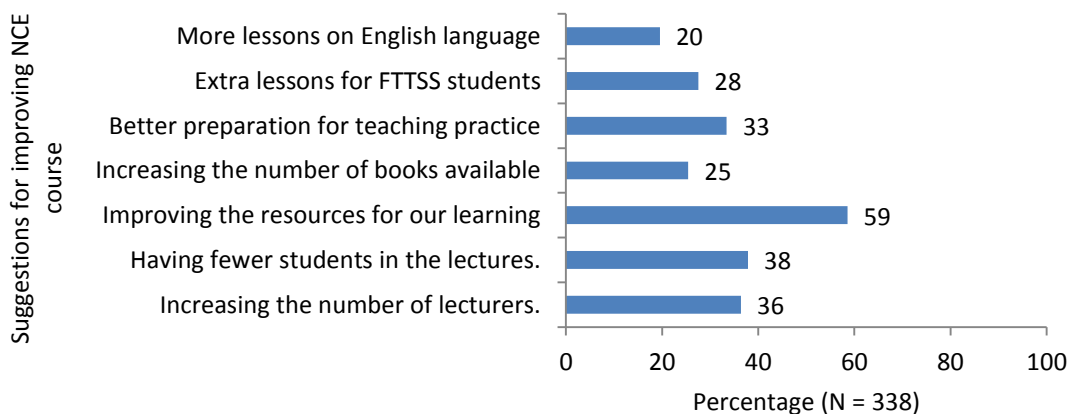


Figure 6: FTTSS trainees' suggestions for improving the NCE course

4.4.1.1 Infrastructure and academic facilities

While there was evidence of ongoing upgrading of college facilities, especially in Niger, overcrowded lecture halls constituted the predominant challenge to learning reported by FTTSS trainees in interviews, and confirmed by other respondents and researcher observations. In the survey, overcrowding in lectures was the second most frequent complaint (23%), in response to a question about what trainees disliked most about the course.



Figure 7: College lecture in session

Evidence indicated that lecture halls designed to take 400–600 students sometimes hosted classes twice or three times this size (see Figure 7). This was particularly the case in the compulsory courses, General Studies in Education (GSE) and General Education, which awardees considered to be the most relevant in terms of preparing them for teaching. Overcrowding was particularly acute in Niger and, as mentioned in Section 2.5.1, has been widely reported in other CoEs in Nigeria (e.g. Adekola 2007; Sherry 2008; Allsop and Howard, 2009, FME 2009b). The shortage of space meant that students were seated or

standing in cramped conditions and others tried to attend lectures by standing outside the hall. FTTSS respondents reported difficulties in hearing and even seeing the lecturer. As a consequence, they often ended up running to class in an effort to get a front seat so that they could hear:

If we do not run to get front benches during combined class like education we cannot hear the lecture from the back because the hall is large. (FTTSS trainee)

Combined lectures are large; sometimes we have to stand. (FTTSS trainee)

My own is GSE, I find it very difficult because of that overpopulation....heat, as I am short I can't even see the lecturer, I can't even hear what he is saying.....I am not comfortable anytime I am attending that lecture...They use a microphone, but those at the back don't hear....population inside, population outside...people are not hearing what he is saying and they expect everyone to pass the course. (FTTSS trainee)

Learning and teaching in such conditions presented obvious difficulties and adversely affected learning quality, as summed up by one college staff member:

Actually it affects the quality of the NCE programme, because at the end, because of all these problems, we may not likely produce good teachers. Let me give you an example, I used to have a class that was about 1,600 and those that will be seated in the class will not be more than 400, that means about a thousand have to be outside the class, definitely they will not hear what I am saying, they will not understand the lesson, they will not even be available to contribute meaningfully to the lesson. At the end the exam will come, they will not perform very well ... and they will not have that stuff that makes them good teachers.

Insufficient or inadequate learning resources also constituted a major challenge to student learning, which again is common to teacher education institutions (Adekola 2007; Burke 2009; Edelenbosch and Short 2009; FME 2009b; see Section 2.5.1). In the survey, improving learning resources was overwhelmingly identified by awardees as the most important factor that would improve the NCE course (59%), with a quarter of respondents specifying the need to increase the number of available books. When asked what they most disliked about the course, almost a quarter of awardees (23%) said that there were not enough good books available in the library.

Difficulties in accessing books and libraries were also reported by some FTTSS trainees in interviews. In the case of one college this was due to a delay in distributing library cards to NCE1 trainees, even though library membership fees had already been deducted from the awardees' stipends; it was suggested that this might have been because the trainees had not yet been entered into the system.

Access to computers varied; in one college access to computers was reported, although there were insufficient seats for all students; in another, computer use was reportedly restricted to Computer Studies students. In the latter case, college students used cybercafés on or off campus.

4.4.1.2 Student academic support and induction

In interviews most trainees expressed satisfaction with both the general college, and the FTTSS, induction sessions they received on arrival at college, even though the orientations only dealt with administrative and financial issues, and rules and regulations.

At the same time, however, trainees consistently reported difficulties with various aspects of college academic life that were different from their learning experiences at school, and which could have been addressed, at least to some degree, through better induction, focused more on academic study skills, and subsequent academic support. Difficulties that trainees reported included: large, overcrowded lectures, having classes spread over a long period of time (6am–6pm), moving to different venues for different courses, note-taking in lectures, forming reading groups to study for exams, and using the library. College lecturers did not raise the issue of students' need for study skills.

Lack of academic support was another area of concern, which again is a common problem in teacher education institutions in Nigeria (FME 2009b). Both colleges had some support services in place that were available to all students, and other services specifically for FTTSS awardees, as reported earlier in Section 4.2.4. However, in practice a number of these services were not yet operational, or were inadequate for the large number of students, and lacking in resources.

College should arrange for a specific time to help us outside the lecture hours ... the programme is very difficult; one has to study very hard. (FTTSS trainee)

The programme was difficult. One has to study hard to the best of my ability. I don't know why I was asked to repeat because I studied hard to the best of my ability. I was not married; I did not have other problems. I went home and informed my father, he told me to go back if I wanted to, I said no. I lost interest in the studies. They should have helped me by finding out the cause of the problem. Extra lessons should be given in CoE to those that are weak. (FTTSS dropout)

Indeed, a number of trainees said they did not feel supported by lecturers, and in the survey only 28% found lecturers helpful, although it should be highlighted that some lecturers, especially in Niger, were dealing with hundreds of students on their courses, making it unrealistic to expect individual attention.

Most of the lecturers, if you do not understand what they are saying, they will say you are on your own....and you must carry over the course, which is their point of view. And also most of the lecturers are using a handbook...if you don't have money you won't get the handbook, the handbooks are costly... (FTTSS awardee)

These challenges set out above were also recognised by the college staff and the effects were evident in the high repetition and low completion rates of FTTSS students, as discussed in Section 4.3. Although college staff members were aware of FTTSS awardees' poor educational backgrounds and poor communication skills, academic support structures were not evident at the time of the research. However, support plans (yet to be operationalised) were reported, devised in a collaboration between GEP3 and the CoEs, which included engaging a team of five volunteers to provide support to FTTSS trainees by tracking lecture attendance and FTTSS student results. Although this monitoring will provide useful information, it will not address the learning support needs identified above. Other support

plans include the provision of remedial English for repeating FTTSS students, which will be paid for by GEP3. These are planned for the next academic year. However, as one UNICEF officer pointed out:

We know they have problems with English but we need to know whether it is with basic English or academic English – lectures, note-taking skills, etc. – so we can provide proper remedial support. (UNICEF officer)

Working in sub-optimal conditions for learning in the colleges, and without the expected extra assistance from college staff, the trainees reported that they made efforts to handle academic demands by coming to college early, attending lectures, reading handouts and completing their assignments. The students also engaged in peer-support or reading groups by organising extra tutorials amongst themselves, to help with areas where they were struggling. These tutorials were led by students who were seen to be good enough to tutor their colleagues.

4.4.1.3 Syllabus, teaching, and teaching and learning materials

Most of the FTTSS trainees regarded the quality of the NCE programme as adequate as regards introducing them to the concepts and skills required for teaching. In the survey, over half the trainees (58%) cited the fact that lecturers show them practical teaching skills as one of the reasons for liking the course, although observations revealed that most lectures were teacher-centred, lacking in practical elements and largely non-participatory. Neither the board nor other teaching aids were observed to be in use during classes. Generally there was little time for student questions, although in one case teacher questions and chorus answers were observed in a mathematics session.

Another complaint of awardees was that there were too many courses in the programme, with too much material to cover. In the survey, the excessive number of courses was overwhelmingly identified as the major complaint regarding the course (43%). Another point of dissatisfaction was that students were not consulted when allocated to particular courses; they were allocated according to their school exam results and the perceived needs of the state. As highlighted in Section 4.3.2, this sometimes led to dropouts.

Although it was very difficult to observe specific FTTSS students, in general most students brought a notebook and pen to the classes but took minimal notes. Textbooks were generally not used in class.

In one college, though, trainees complained about the cost of learning materials, and the need to pay NGN 600–2,600 (GBP 2–10) for handouts and handbooks (compilations of learning materials) from some lecturers. There was also a suggestion in one college that some lecturers threatened to deduct marks from students if they did not purchase the materials.

Some lecturers will tell you that if you don't buy the hand book, you will not pass the exam and not all of us have the money to buy the book ... Some [lecturers] are using the handbook as marks; if you have [the handbook] you will have 20 marks. (FTTSS awardee)

4.4.1.4 Language skills

From the interactions with FTTSS trainees in the colleges it was evident that most faced challenges in communicating in English, in their speaking, reading and aural comprehension skills, as was highlighted in Garuba's (2010) evaluation study and reiterated in the GEP II evaluation (UNICEF 2012b). In the pilot survey, which involved more open-ended written responses, there was also evidence that students struggled to write in English too. In the administration of the survey that was eventually developed in both English and Hausa, the low-level language skills in English were apparent, and in some cases it was reported that students in their third or fourth year of college were unable to read passably in either English or Hausa.

The clear need for English language support was recognised by college staff and awardees alike.

This issue of communication, honestly we are finding it very difficult....Most of them can hardly construct very good English, especially our indigenous students compared with students from other states, and I believe the problem is from the grassroots.
(College staff member)

The most difficult aspect is English and lectures are done in English though some lecturers do repeat themselves when students do not understand the lesson. I felt like leaving the school but I had to endure to graduate. (FTTSS trainee)

English was very difficult, especially speaking. (FTTSS graduate)

The plans (discussed in Section 4.2.4) for remedial English classes to be provided for FTTSS trainees are to be applauded and encouraged, although it should be noted that these plans have been on the table for several years (see Garuba 2010; UNICEF 2012b).

4.4.1.5 Assessment

College staff cited the overcrowding as being a key threat to the quality of courses, not least in terms of the overwhelming demands on one lecturer to mark so many student papers. As a result of this demand, in one state it was reported that students are sometimes asked to mark the papers:

There is overpopulation ... In a class you will see that we are having up to 500–1,000 students and only one lecturer; one lecturer cannot mark all those papers. (FTTSS trainee)

... again some of the lecturers, they do share our scripts to our colleagues, students, it is something that I have observed....one of the lecturers in education, he gave some of the students our scripts to mark, and I came in and saw them marking... (FTTSS trainee)

As we discuss in the section on security, and as is mentioned above in the section on learning materials, there were suggestions that some lecturers demanded sexual favours or money in exchange for better marks, for example by insisting on buying specific learning materials from them. These concerns have been raised in other CoEs (Bakari 2004; Sherry 2008; Burke 2009).

Another concern voiced by some trainees was that the areas of assessment are not always covered in the lectures. Records of student assessment were not seen by the research teams in the colleges, or in the LGEAs.

4.4.1.6 TP

As mentioned in Section 4.2.4, TP is a compulsory and core part of the NCE programme, but supervision of the trainees suffers from a lack of funds for transport costs and a shortage of lecturing staff. This results in trainees not being supervised as often as they should be and placements being clustered in a small number of schools close to the LGEA headquarters, though trainees visited during the survey were in their home LGEA. Trainees and college and LGEA staff in Bauchi confirmed that generally trainees were visited three or four times during TP, which trainees felt was insufficient:

There is the need to make further provision. Because micro-teaching is not enough for a student to go for TP as a first timer. The supervision should be made frequently. This should be done by CoE lecturers. CoE staff visited us during TP about four times. They observed us in class, collected our lesson plan and correct where necessary both in written and oral. I feel the four times visit is not enough. (FTSS graduate)

However, there were some positive reports of trainees being supported by the head teacher and senior teachers in the host school. There were also some suggestions that the college mentors should visit awardees in the field.

From conversations with trainees on TP during the survey administration it was found that trainees generally felt well prepared for TP, and recounted being taught how to prepare schemes of work, create lesson plans, make teaching aids, organise class, maintain discipline and evaluate pupils. They had brought some of the teaching aids they had made to use in their TP. Micro-teaching seemed to be an important aspect of preparation for TP, though generally this was less than the NTEP-recommended 20 hours, largely due to the logistical challenges caused by such a large number of students. Trainee views on micro-teaching were mixed. Most found it useful and some enjoyed it, although most felt they needed to have done more.

We do teaching practice with our fellow students before we come for teaching practice... micro-teaching...we teach one by one...so I think we are well prepared... (FTSS trainee)

They taught us how to write lesson plans and lesson notes, how to use the scheme of work and make instructional materials like this one [she displays it]. (FTSS trainee)

4.4.2 Non-academic experience in college

4.4.2.1 Finance

As highlighted in Section 4.2.3, financial difficulties are a major concern and source of anxiety for many FTTSS awardees, in terms of delays or non-payment of stipends, and also the inadequacy of the stipend to cover all the awardees' costs. In the survey, 46% of respondents said that financial problems posed a threat to their completing the course, either through late payment of the stipend (identified by 37%) or an inadequate stipend

allowance to cover costs (identified by 28%). Thus, financial concerns were seen by awardees as being far more important than either academic or family-related obstacles. In addition, expense was identified as being by far the main difficulty of college life (40%), whereas each of the other responses regarding difficulties was highlighted by fewer than 25% of respondents. On the other hand, in one group interview of trainees, five out of the six said they would still be able to afford to study if they had not been sponsored, though with difficulty. This perhaps relates to the fact that some of the awardees selected were not from the very poorest communities (see Section 4.2.2). In both states, however, many awardees (including graduate teachers in post) reported receiving financial assistance from either their family or their community. Conversely, one government official reported that some awardees sent some of their stipend home to their families. The survey results offer a clue as to how widespread this practice might be, in that around 17% of respondents stated that they had other dependents (excluding children).

I spend more than 450 Naira, that is what I use to spend every day, and up till now they have not paid us our allowance to help ourselves and our parents. (FTTSS trainee)

More money should be given since beneficiaries are poor and some parents cannot afford to send their children to school. (FTTSS dropout)

NGN 5,000 (GBP 20) per month is grossly inadequate. (College staff member)

4.4.2.2 Accommodation and other infrastructure and facilities

Despite evidence of concerted efforts at improving both the quality and quantity of FTTSS accommodation, such as providing a new and superior hostel exclusively for FTTSS awardees in Bauchi, and allocating places specifically for FTTSS awardees in both colleges, accommodation was another important concern of awardees, and was recognised as a challenge by other respondents. Specifically, the shortage of on-campus accommodation means many trainees have to live away from the college, which entails higher rents and transport costs, as well as long travel times. All of these factors were said to result in trainees missing and/or arriving late and tired for lectures, especially when they had to walk long distances to avoid paying for transport.

Some students could not attend lectures due to lack of transport money from their hostel to the lecture venues. (College staff member)

Please we want them to work on this accommodation, it is really affecting us, to rent a house outside is a big deal to us. (FTTSS trainee)

I am squatting with a friend of mine, and the distance is too far, from where I am staying, to this school. Sometimes I used to spend NGN 300 every day ... sometimes I miss my morning lecture... sometimes before I get home I used to be tired. I don't used to have time to read my book very well. (FTTSS trainee)

Accommodation is a problem ... the population of girls in this school are more than the boys and they just have one hostel for girls ... sometimes I pity them; they have to trek long distance and before they come they are tired, and it affects their academic performance. (College staff member)

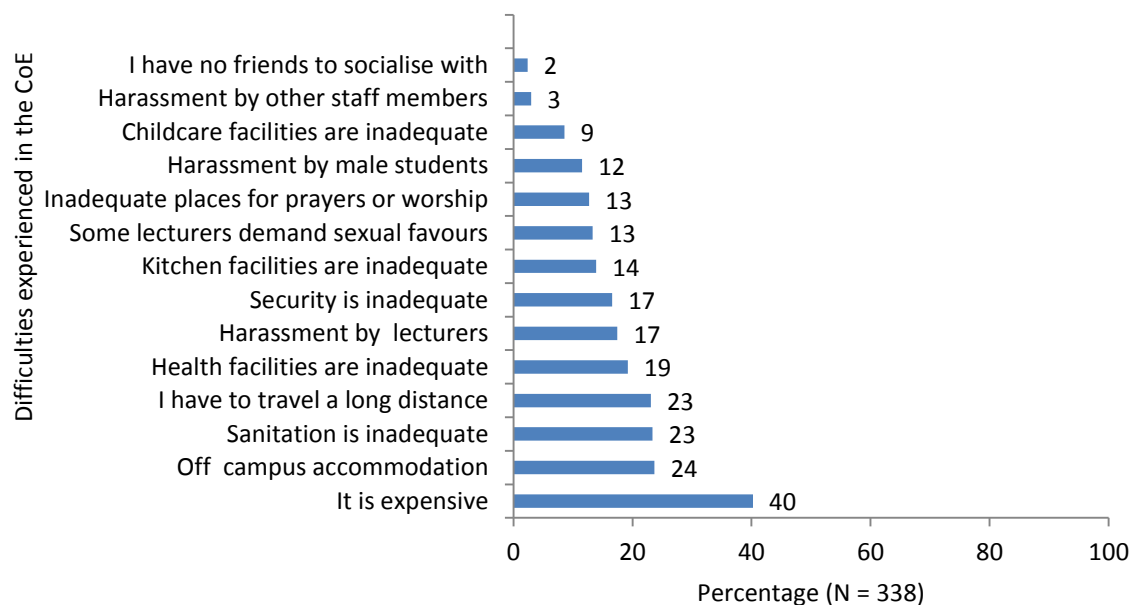
In Niger State NCE1 trainees in particular were struggling since at the time of the research, two months into term, the accommodation lists had not been released and so the 100 hostel places allocated to FTTSS trainees had not been filled, which was a major source of anxiety for the trainees:

The accommodation... [it will be] almost exam day before FTTSS will be given their accommodation. (FTTSS trainee)

... and this hostel, since January, but now all other students they have already placed their names, they are now in the hostel, but UNICEF list is still here in this office...they are delaying the students, let them be doing it fast for the accommodation and allowances. (FTTSS trainee)

In addition, some trainees in Niger were paying as much as NGN 23,000 annually for off-campus accommodation, which is equivalent to the whole of their annual stipend after tuition and other fees have been deducted. In Bauchi two hostels were allocated to FTTSS awardees, both located outside the college premises: one just outside, for married awardees, and the other 5km away.

Over three-quarters of respondents (78%) said life in college would be better if there was more on-campus accommodation, and, as illustrated in Figure 8, almost a quarter of respondents (24%) reported experiencing difficulties with off-campus accommodation⁶. A similar proportion (23%) identified the distance to travel to and from college as a problem.



* A maximum of four boxes could be ticked by respondents

Figure 8: Difficulties experienced by FTTSS awardees in college life*

Some awardees also experienced difficulties with the accommodation's sanitation and kitchen facilities (23% and 14%, respectively) as shown in Figure 8. This was an issue raised

⁶ The percentage of FTTSS respondents that was living on or off campus was not known.

in the GEP II evaluation discussions with awardees (UNICEF 2012b). However, qualitative data indicated that awardees were satisfied with the water and electricity provision and the overall quality of the accommodation. Safety in campus accommodation was also a concern; of the 20% of respondents who answered that they felt unsafe in college, over 60% said they did not feel safe in their accommodation. Safety issues are discussed in more detail below.

Although both colleges had places for worship, shops, health and childcare facilities, these were perceived to be inadequate by a minority of respondents.

4.4.2.3 Transport

In addition to the transport difficulties related to off-campus accommodation, as detailed above, trainees also reported transport problems associated with TP since this is not budgeted for in the stipend, echoing concerns voiced by trainees in the GEP II evaluation (UNICEF 2012b). This, however, raises questions about TP placement: although awardees are supposed to be sent back to their home communities, the shortage of college transport funds for TP supervision, compounded by the shortage of lecturers to adequately supervise all the trainees, especially if they are posted to distant rural areas, means that this does not always happen in practice (see Section 4.4.1). Moreover, as highlighted in Section 4.2.2, some of the trainees are not from rural communities in the first place, so, as reported by some respondents, if they are placed in a rural school for TP, they might have to commute there.

4.4.2.4 Safety

Although most trainees interviewed said they felt safe on campus in both Bauchi and Niger – citing sufficient lighting at night, and the presence of security men – almost a fifth (17%) of survey respondents identified inadequate security as a difficulty experienced in college, and almost half (47%) said life in college would be better with improved security. Evidence from both the qualitative data and survey highlighted safety as a threat to awardees' attendance and programme completion, and in some cases as an infringement of their human rights. The lack of security in some places of accommodation, and when travelling between lodgings and campus, was emphasised in interviews in both Niger and Bauchi. Awardees were left vulnerable to intimidation by 'bad boys', and sexual harassment and violence, as explained in this extract from a group interview with awardees who discussed reports of robbery and rape of some fellow trainees:

Like the first time we were paid, some students were paid in the evening; they stay in this area – Baobab⁷ area; some Baobab boys collected [stole] their money and some [students], they were raped, I heard, but I don't know how serious it was.

...

Even this time, one girl – as she said – oh, she come reading, on her way going back, so some Baobab boys now block her before she gets to the gate and collected [stole] her phone with her purse.

⁷ The name of the area has been changed.

Some government officials also voiced concerns about security in off-campus accommodation:

Men and robbers come into the hostel ... security should be improved ... the lack of a fence leads to intrusion by community members. (Government official)

Moreover, the survey also indicated the existence of sexual and other unspecified forms of harassment in college. When asked to identify difficulties encountered in college (selecting up to four choices), 34% of female awardees complained of one or more types of harassment by staff or male peers. Specifically, harassment was reported as coming from lecturers (17%), male students (12%) and other staff members (3%). 13% of respondents reported that lecturers demanded sexual favours, which was also alluded to in two interviews:

Most of our lecturers they have this feelings for women, female students and when they approach you and you try to tell them you are not interested, they will put you in mind [they will remember who you are]... (FTTSS awardee)

Security in accommodation and issues around sexual harassment were also reported in the GEP II evaluation (UNICEF 2012b). Although there were structures in place to deal with such grievances, such as the college Moral Conduct Committee in Niger, as specified in the college student handbook and advertised on the college website, awardees seemed generally unaware of grievance procedures beyond being encouraged to report any problems to the FTTSS office.

4.4.2.5 Family issues

Although marriage and pregnancy were identified by various respondents as barriers to women's access, completion and retention in the teaching profession, there were also accounts of awardees being supported by their families, and of awardees whose studies were seemingly unaffected by marriage. The following quotes illustrate the range of experiences and views:

The girls are asked by their husbands to choose between their education and their husbands. (Government official)

We prefer married women in the programme because when the single girls marry the husbands will ask them to leave. (UNICEF officer)

There are only two trainees that got married and they are still in the college continuing with their studies. The marriage did not affect them; they are in NCE II now. (Government official)

I started the NCE programme before I got married. After my marriage my husband removed me, that is my only reason for dropping out ... My family members felt bitter about this. My parents were bitter about this problem because they are interested in my education and know the importance of formal education. My husband right now, after so much pressure from myself and my parents, has accepted – against his wish – that I would go back to school. (FTTSS dropout)

The survey data, however, suggest that marriage and having children are challenges to the programme, although not as serious one as lack of finances. Some respondents identified marriage as a potential barrier to course completion (14%), as well as a lack of support by the family/husband (9%). Although only 7% considered childcare to be a potential threat, trainees with children had on average repeated a greater number of courses than trainees without children. Similarly, a greater proportion of married trainees had repeated a course compared to single trainees. Within the survey cohort seven in 10 respondents were single and around three-quarters had no children, meaning that for the majority getting married and having children would remain potential future barriers to programme completion and retention in the profession after graduation.

4.4.2.6 Social activities

When identifying non-academic reasons for liking college life, the opportunity to meet people from diverse backgrounds was by far the most popular response – given by 87% of respondents – followed by social activities (47%).

4.4.3 In-school experiences

In both states, the small sample of FTTSS graduates who were interviewed and observed while teaching in their school postings were generally positive about their jobs, felt they were coping with the challenges, and were convinced of their positive impact in the community (see also Section 4.3.6), which was confirmed in interviews with school staff and community members.

Unsurprisingly, given their own learning experiences at college and the limited supervision they received on TP (see Section 4.4.1), FTTSS graduates' teaching methods were generally also fairly limited, with whole-class teaching predominating – mainly lectures with some choral or individual repetition and some copying off the board. However, a few graduates asked questions of individual pupils and/or used teaching aids, made appropriate use of Hausa to help pupils understand, and in Bauchi, where in some GEP schools desks are automatically organised in groups, engaged in some successful group work. Researchers also noted the good rapport that several of the teachers had with their students.

As highlighted in Section 4.4.1, FTTSS graduate teachers were considered to be hard-working, enthusiastic, caring towards pupils and good for staff morale, often in contrast to older teachers who were either not in class or were said not to be doing a very professional job. While the presence of an FTTSS graduate teacher had a positive impact on head teachers and community members, this does not necessarily indicate that the quality of the FTTSS graduates' teaching is good – a judgement it was not possible to make given the small number of one-off observations – as it may just have been better than the teaching by their peers.

The quality of those that have graduated and are working is better than those of other teachers in the rural areas. (College staff member)

Teachers in this school do not prepare a lesson plan, they do not use a diary or scheme of work. I had to go to other schools to borrow books and develop what I'll teach the pupils ... Sometimes I am the only teacher in the school. (FTTSS graduate teacher)

Observations showed that in some schools FTTSS graduates have to cope with the same challenges faced by other teachers, which are likely to reduce their effectiveness: poor school and classroom conditions and a shortage of teaching materials, though only one class size was above 30 (having 50 pupils). Such poor school conditions are a potential threat to the long-term retention of trainees, as is the lack of CPD opportunities:

There is no professional support given to the FTTSS teacher in the school. The LGEA does not give any support professionally to the FTTSS teacher through seminars and workshops. (Head teacher)

It is not enough to train teachers: school should be provided with facilities such as toilets, water and offices, teaching materials. (FTTSS graduate teacher)

In addition to the increase in community pride that seems to have resulted from the presence of an FTTSS graduate in some of the villages, as reported in 4.3.6, the graduate trainees themselves also reported increased levels of confidence and pride, in part because of their elevated status within the community.

I am respected by the people in the community. (FTTSS graduate teacher)

This FTTSS has made me proud, because in my community now, I am one on top, even in mai nguwar [ward head's] house when they need to do any meeting that needs writing in Hausa or English, they will send for me...even now they use to call me 'miss'; my name now is 'miss'. (FTTSS graduate teacher)

In terms of building the individual capacities of the awardees, the FTTSS has shown a degree of success.

4.5 Barriers to effective implementation

In this section we draw together data and analysis from the earlier sections in this chapter to highlight the main barriers and bottlenecks in the FTTSS scheme, and thus the main barriers to GEP3 Output 4 in the GEP3 logframe (to which the FTTSS contributes), an 'increased and more effective participation of women in providing education'. In brief, these barriers relate to six operational concerns: advocacy; awardee selection; funding; college environment; deployment; and data and monitoring. Finally, we reflect on the TOC and logframe that have provided the logic for GEP3 and the FTTSS.

4.5.1 Advocacy

A key barrier to the success of the FTTSS is the current advocacy practices and targets. The evidence suggests that advocacy messages are not reaching the poor young women in rural areas who are the target population for the opportunities offered by the FTTSS. To add to this it appears that other important stakeholders in rural communities, including head teachers, are also not reached by advocacy. Where the advocacy messages have gone out, relevant details about finance and the bond are unclear. The fact that word of mouth appears to be the most common way that awardees get to know about the FTTSS suggests further problems with advocacy communications and methods. These also represent challenges to equity, both because of flaws in the process, and in terms of the outcome, as advocacy has favoured the slightly better-off members of society.

The emphasis of the advocacy has been at the community level, whereas it appears that greater advocacy efforts by political and educational leaders might reap benefits in terms of public support for the FTTSS. This offers the potential for better leverage for greater community advocacy to reach and improve operations with respect to funding and FTTSS graduate deployment.

4.5.2 Selection

The process of selection is long-winded, labour-intensive and bureaucratic. There appeared to be no official application forms used at any stage in the process before the college registration forms, and over the period of the research no documents that described the official criteria for selection to the FTTSS were available. Alongside this it was evident that scholarships were awarded to females who did not fulfil all the basic criteria, which include examination qualifications as well as living in and being part of a rural and poor community. Indeed some awardees had already been working in schools and were using the FTTSS to upgrade their qualifications.

The lack of confidence in the examination qualifications claimed by candidates has led to a multi-stage vetting process that includes the many state and college stakeholders. The formal process of application only begins after initial rounds of vetting. Despite the lengthy selection process there is evidence that the required qualifications have low predictive validity with regard to CoE examination performance. This has worked to strengthen doubts about both qualification claims made by applicants and exam malpractice.

It is evident that many of those participating in the FTTSS do not fulfil the admissions criteria. In addition it is also clear that the target group for the FTTSS – poor, female, rural indigenes – is unlikely to have the basic educational qualifications needed to be considered for the scheme. Many in this target group have not even started secondary school.

4.5.3 Funding

Problems with funding are a key barrier to the success and sustainability of the FTTSS. The absence of mechanisms to ensure that financial commitments associated with the FTTSS are honoured remains a threat to the scheme. In addition, it is widely recognised that the funding allocations are insufficient for the colleges and individual trainees involved in the FTTSS.

The non-standardised processes across different funders (UNICEF/SUBEB/LGEA) have resulted in different disbursement routines and practices. This has caused some tension between awardees in the same college who are funded by different bodies. In some cases awardees may have finished the course and still have not received funds. Similarly, college costs are not always paid in a timely manner. Although both CoEs and individual trainees tend to carry on despite this lack of funds, there are knock-on effects on teacher education quality, especially in relation to supervision of TP. Without funds for transport the chances of trainees undertaking TP in a rural area are small. Similarly, the trainees cannot buy learning materials and books without funds.

4.5.4 College environment

The conditions in the colleges were not conducive to learning. Lectures were often in overcrowded classrooms that were so large that seeing and hearing the lecturer was difficult. Problems with trainees' facility in English, and sometimes Hausa, the lack of study skills, difficulties in note-taking and limited participation in lectures, all contributed to difficulties with learning. Poor conditions and the lack of learning support resulted in many students failing and having to re-sit courses. The year-long wait to re-sit courses presented another threat to completion.

There are several factors that hamper FTTSS student performance and reduce the likelihood of completion. These start with the selection process, with underqualified students being selected who then go on to have great difficulties in coping with the academic demands of the course. Added to this, there are reports of demands that students buy course handouts, demands for the exchange of sex for grades, and the use of students as markers of other students' papers, which, combined with the lack of funds, make survival in college difficult. The low completion and high repetition rates reported in 4.3 above attest to this.

The non-academic provision for the female awardees also had a large part to play in their college experience. Problems with funds and travel costs, as well as with their accommodation and safety, and sexual or other types of harassment, were commonly reported.

4.5.5 Deployment

Challenges regarding the deployment of FTTSS graduates are a significant threat to GEP3 Output 4, and in turn to its impact of 'improved social and economic opportunity for girls'. The posting of FTTSS graduates was the responsibility of state education bodies, local government and schools. The heavily bureaucratic process was often protracted and this represents a threat to the realisation of Output 4. Not only were some FTTSS graduates not posted two years after graduation, some were posted to urban schools and certainly not to schools in poor rural locations with more male than female staff.

4.5.6 Data and tracking

The paucity of data within the states means that obtaining an understanding of the current conditions and progress is almost impossible. The absence of systematic M&E within the education bodies and colleges, as well as by UNICEF, has meant that the scheme does not have a baseline or the means to make a formative or summative evaluation of its progress. The absence of statistics in some cases, and reliable data in others, has directly influenced FTTSS outputs and impact. This has been exemplified in cases where graduates were placed in a school with predominantly female teachers and/or in an urban area.

4.5.7 Communication and collaboration

The FTTSS, as one strategy in GEP3, is nested within a network of relationships – in this case between UNICEF and state and local educational and community entities (SUBEBs, LGAs, LGEAs, SMOEs, schools, SBMCs, head teachers), as well as the CoEs. The tendency towards rather bureaucratic forms of organisation with such a large group of stakeholders in

disparate locations, who also have other duties, produced difficulties in their arranging meetings between themselves.

There is evidence that there were positive relations and communications between UNICEF and the colleges, but this was less in evidence with regard to SUBEBs, especially with respect to FTTSS stipends and funding flows. As discussed above, the funding issue represents a major barrier to the success of the FTTSS. In general, the SMOEs tended not to be drawn into the networks around the FTTSS. In part, the positive collaboration with the colleges was possibly due to some college staff also holding a UNICEF position. However, these dual roles and the positioning of UNICEF staff alongside the established administration led to blurring of responsibility, as well as lines of authority and accountability. This blurring hampers communications, decision-making and funding flows, and combines to form a key operational barrier to FTTSS. Nevertheless, there was a sense from respondents that they had a higher level of faith and trust in projects that were managed by UNICEF.

4.5.8 TOC and logframe

The effects of the FTTSS on the GEP3 impact is difficult to substantiate as the logframe indicators for FTTSS relate less directly to those for Output 4, within which the FTTSS is located. Both the GEP3 logframe outcomes and the TOC flow chart associate the FTTSS with increases in girls' enrolment in schools. The evidence of the research, however, casts doubt on the assumption that more women teachers in schools produced increased female pupil enrolment. In part there is a paucity of evidence due to operational anomalies in deployment, e.g. FTTSS graduates not posted to rural schools and posted to schools that already had a high proportion of female teachers and/or pupils. While there is some statistical evidence that girls' enrolments have increased in some of the study schools, it is difficult to establish causality in this regard. On the other hand, there are qualitative data that indicate that new female teachers in rural schools do generate community interest in girls' education and have some impact on the quality of teaching and learning.

Output 4 in the logframe is also somewhat problematic, as the available data for the indicators is of variable quality. As discussed earlier, the lack of quality data is a key barrier to understanding the progress and impact of the FTTSS. With respect to Indicator 4.1, there are reports of contradictory proportions of female teachers in public schools, and the literature suggests that female teachers tend to be more highly represented in urban schools. Indeed, in Niger State, it was reported that two out of 12 FTTSS graduates were both posted to the same urban school within an LGEA that was reported to already have over 90% female teachers because the two graduates were from urban families. This clearly raises questions about operational matters as well as the interpretation of 'in their respective communities' quoted in Indicator 4.4 of Output 4. Finally, it is evident that the three assumptions behind Output 4 – students are able to complete the course and pass exams; states match funding and support the FTTSS with the timely release of funds; and states honour their commitment to employ all new graduates – are largely unfounded.

4.6 Alternatives to the FTTSS

In this section we address the fourth research question:

What alternative strategies might constitute a better pathway to achieve GEP3 Output 4?

Questions about alternatives to the FTTSS tended to generate suggestions of ways to improve the FTTSS, rather than ideas of different ways to achieve an increase in the participation of women in education.

One suggestion that was made in this regard was to explore distance learning combined with on-the-job training, in which the awardee would start with one day a week in the school as a teaching assistant, and college lecturers would come out to a cluster of schools in a rural area to tutor awardees. This, it was argued, would also help obviate the problem of husbands/families trying to prevent the awardee from moving away from the village, as well as addressing the issue of the right candidates being selected for the award in the first place.

For many, however, the FTTSS was regarded as successful because it raised the public profile of women as teachers and workers in rural areas. For others, this prompted suggestions about how the details of the scheme might be tweaked to improve its operation.

In contrast to the longer-term project aims to 'hand over' to educational and local government administrative bodies, many suggestions called for sustaining and increasing the work of UNICEF in the FTTSS and in GEP3. The involvement of UNICEF inspired greater trust in the fairness and delivery of elements of the FTTSS and GEP3. This was especially highlighted in relation to financial matters.

A range of suggested project amendments included:

- more targeted advocacy;
- the development of a points system for admissions;
- changes in the criteria so that more qualified teachers are posted to rural areas and not necessarily to their own communities;
- the use of a formal application form;
- admission of all FTTSS awardees to a pre-NCE1 course;
- systematic mentoring;
- tailored English language and study skills programmes;
- more pressure regarding the timely release of funds;
- greater involvement of the SMOEs;
- systematic M&E;
- student tracking; and
- improved academic and non-academic infrastructure in college.

5 Conclusion and recommendations

In this report we have presented the first operational research project in Workstream 2 of EDOREN, OR2. It worthwhile to remember that Workstream 2 was developed to explore operational activities in GEP3, in collaboration with UNICEF, and at the same time to build research capacity in Nigeria. So while the substantive findings reported in the previous chapter are very important and respond to the four main research questions, they must be viewed in the context of the other Workstream 2 priorities: collaboration and capacity-building as a means of developing a process that strengthens the research climate within education programmes in Nigeria.

In this chapter we will deal first with the research process, and through this capture some fundamental related matters that have a pivotal bearing on what was achievable during the research, and on the products of the research. We then move on to consider some substantive themes identified across the research, in advance of providing selected recommendations that have emerged from reflections on the FTTSS as a whole.

5.1 The research process

The value of a mixed-methods approach, and of multiple stakeholder views, to research policy and practice has been acknowledged. The processes of design, data collection, analysis and writing, however, are often under-estimated and their value reduced when steps in those processes are truncated or generalised. The systematic and iterative process that is vital to high-quality research is especially important to safeguard and demonstrate in the development of research capacity. We, as a research team, including the practitioner researchers from UNICEF, have made positive attempts to preserve this process in the research, despite some pressure to forego it.

The timing of the research also had a bearing on the process involved. Although the operational research has been described as collaborative, the fact that EDOREN was 'imposed' on the research by DFID, the funder of GEP3, generated an understandable degree of circumspection on the part of UNICEF staff. To add to this, GEP3 as a whole was under review. The implicit threat to the programme as a result of this review, and perhaps to the reputations and employment of some staff, understandably added to initial reticence regarding engaging in the research. This was exacerbated by changes in significant UNICEF leadership positions. The time, energy and communication demands of producing the positive collaboration that was happily obtained in this research should be underscored. Much of time, energy and communication went on 'behind the scenes', but it nevertheless needs to be recognised and highlighted. The frank exchanges and engagement on practical and academic matters have been vital to the research effort, and to the quality of this final report. The cooperation of the various institutions in Bauchi and Niger States also needs to be highlighted, as their willingness to engage fully was central to the research undertaking. To this extent, this study represents significant achievements in both collaboration and research capacity-development, which bodes well for future operational research and associated programme developments.

5.2 Achievements

The evidence of the research suggests that the assumptions of the TOC and of the logframe have not been borne out. Notwithstanding some increases in girls' primary school enrolments, the intuitive linking of these increases to the presence and proportion of female teachers in schools is tenuous. Without the support of any data or analysis, or indeed the wider-scale realisation of the FTSS to increase female teachers in rural schools, this assumption should remain under critical review.

The positive effects of the FTSS in highlighting the potential for women to take up higher-level studies, wage labour and public responsibilities in rural areas, has been widely acknowledged. Important as this is as an 'idea', and as the public projection of a new vision of the place of women in society, the actual effects in this regard have been rather restricted as the number of FTSS awardees appointed in rural schools is low. In broader terms, however, it may be argued that there has been a general positive impact in terms of the increased and more effective participation of women in providing education – even if this has not taken place in rural areas or in the form of participation by poor indigenes in their own village communities.

5.3 Structures and operations

The FTSS is a complex strategy that involves multiple organisations and personnel. The need to communicate and collaborate across these organisations has produced a certain inertia. Despite certain positive developments and minor changes in this regard, the operations remain extremely cumbersome and difficult to manage and coordinate. In particular, lines of authority, responsibility and accountability in the scheme are blurred. The capacity of UNICEF to provide leverage that generates operational response is thus seriously undermined. This is especially evident in relation to funding flows that are largely the responsibility of local educational administration.

To a large extent the success of the FTSS depends on the operational resources and capacities of existing participating government organisations (CoEs, SUBEBs, etc.), and UNICEF has neither the power (nor is it within its remit) to change or consistently influence these organisations. This has serious implications for the operationalisation of the FTSS, as regards advocacy, awardee selection, conditions and quality in the colleges, support for awardees, funding flows through local educational administration bodies, deployment and data, M&E and tracking.

One operational gap in the FTSS, which emphasises recruitment and college completion, lies in the fact there is little operational focus on new teachers once they are posted and start working, although retention in college is recorded. Nor is there systematic monitoring of the academic progress of the trainees while they are in college. While acknowledging the problems with deployment of graduates, it is the retention of those who are appointed as teachers in rural schools that is central to the aims of the scheme. Although the bond might help in regard to retention, how far it may do so is undermined by the fact that there appears to be little follow-up or support in the early career period of FTSS graduates, and limited professional development opportunities.

5.4 Sustainability

The research evidence presented earlier in this report suggests that, despite the best efforts of UNICEF, the target population for the FTTSS is largely either not recruited or does not complete the training. In addition to the difficulties of recruiting appropriately qualified rural females, there are problems with transparency in selection; huge funding issues that mean impoverished trainees face difficulties in regard to surviving, poor learning conditions in colleges and in schools; and, more generally poor communications, accountability and operational dynamics. These problems present serious challenges to the sustainability of the FTTSS and potential expectations of increased SUBEB responsibility for the scheme.

5.5 Data and M&E

There is a general absence of programme monitoring, and an absence of any systematic data collection. Baseline data has been missing or patchy and further periodic data collection has not been fully utilised to reflect on or inform programme operations or developments. Many of the operational difficulties might have been highlighted by periodic data collection and analysis – this is an important step in raising concerns and then developing formative strategies to address them. It might be added that M&E is an essential element in all interventions.

5.6 Using evidence for programme development

The construction and design of development interventions should always capitalise on learning and evidence from other places and contexts. The desire to produce a quick and effective intervention must not lead to ignoring the need to use research evidence related to the key substantive concerns within and beyond the specific context of implementation to inform the structures, operations and practices of the intervention. Literature reviews and contextual summaries are vital for providing evidence to critically evaluate and support the logic for policy and practice interventions. This is especially the case in the cross-cultural contexts of development practice. Reference to research evidence also presents a means to question assumptions within TOCs and logframes, which are an attempt to make explicit the logic of each specific intervention. Although it has been operational for some time already, in Chapter 2 research literature was used to critically review some of the assumptions of FTTSS.

Collaborative research engagements can also provide important opportunities for capacity developments within and between academic and professional institutions, as well as funding and implementing organisations. Notwithstanding power asymmetries and established institutional norms across these different groups there is potential for mutual and reciprocal learning. The collaborative engagement of reflective practitioners and educational problem-solvers with research evidence that supports the structures and relations of development projects presents a best case scenario – in this case, for educational development in northern Nigeria. It can also help to resist a tendency to jump to ready-made solutions.

5.7 Recommendations

- a) It is imperative that **research** is used alongside intervention. In addition to providing various perspectives from the context, research can offer formative suggestions about operational and relational matters: these are the complex social and political arenas in which interventions succeed or fail. However, such research requires time, expertise and funding, and its value will be diminished if these are not afforded to it, especially in the case of complex interventions in difficult contexts.
- b) More research funds should be accorded to contextually-specific, mixed-methods **research** that incorporates local collaboration and capacity-development.
- c) **Situational analyses**, including institutional and political economy analyses, are vital in prior to intervention. The complexities and nature of local social and political dynamics should be neither assumed nor prescribed. The knowledge of power holders, decision-makers, institutional operations, communication flows and social norms is essential to the collaboration that is pivotal to the success of development aid and programme success.
- d) **Commitments** from partner organisations need to be better negotiated and agreed. These should include specified **operational responsibilities**, accountability chains and the increased involvement of SMOEs and the FME, which are necessary to ensure responsive and accountable operations.
- e) **Systematic M&E** needs to be integrated into the FTTSS programme (and other strategies that comprise GEP3), and subject to annual review. These data and their analysis should be disseminated and agreed **with partner organisations** in the GEP states and the FME. This can then be used to drive formative reflection and strategic development to support educational development, and the accomplishment of the MDGs and gender equality.
- f) The majority of FTTSS awardees need to be enrolled in pre-NCE1 courses, which should include an emphasis on **language and study skills**. This should be accompanied by the training and appointment of college lecturers to provide this pre-NCE1 programme alongside **implementation of the mentorship scheme** with a manageable mentor–trainee ratio. This will enable an improved college and learning experience and will result in more awardees graduating.
- g) The processes from **graduation to deployment** need specific attention, in order to realise the FTTSS objective of having more female teachers in rural schools. The easing of bureaucratic bottlenecks and improvement of funding flows are key to ensuring a more fluid operational process.
- h) Deployed FTTSS graduates need to be **supported after their appointment to schools**. Retention of these qualified female teachers in schools is critical to programme outputs. Periodic support at this point needs to be built into the financial and operational planning for the FTTSS.
- i) **Consideration of the wider living conditions** for FTTSS awardees in the colleges, during TP and after appointment, is fundamental to retention in college and schools. This needs to be built into operational plans and into the staffing and funding of the scheme.
- j) The admission of more FTTSS awardees into the colleges should be suspended, and resources should be redirected to **strengthening the college programme and supporting existing trainees and graduates** in ways that improve their learning, completion and deployment rates, as well as their retention in the profession.

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Appendix 1: List of documents collected

BAUCHI

UNICEF

- Girls Education Project. Enrolment/transition (FTTSS)
- FTTSS Admission into CoE 2008–2013 sessions
- FTTSS posted to rural schools in Bauchi state

SUBEB/SME

- Official letter for public announcement in all media
- FTTSS guidelines for 2013/14 admission
- Sample of letter of resumption of duty of FTTSS staff
- List of FTTSS graduates 2011/2012 by LGA. Batches A and B
- Sample of correspondence between SUBEB, Governor and Ministry for LG Affairs. (procedure for employment)
- Bauchi State Education programme investment project form for deployment of teachers to rural schools (for all teachers, both males and females)

LGEA

- Kokari LGEA report on deployed FTTSS
- list of selected candidates from Kokari LGA
- report on NCE admission for GEP, from GEP desk officer to Education Secretary
- List of NCE candidates for the year 2010/2011 LGEA, SUBEB and UNICEF from GEP officer to Education Secretary.
- Karkara LGEA candidates 2008–2013
- Hand-written FTTSS selection criteria (Karkara)

CoE

- Students' statistics by sex and level
- CoE conditions of service (July 2004)
- List of admitted candidates into NCE 2012/13 academic session
- Teaching practice students assessment form
- CoE admissions requirement policy
- CoE discipline policy
- Report of a female mentor visitation to FTTSS hostel
- Letter of request for office equipment/furniture for FTTSS programme (list attached)
- Report of CoE focal officer on meeting held with FTTSS students
- List of registered FTTSS 100, 200 and 300 level students 2012/13 session
- CoE admissions requirement policy
- Lecture time-table level 3 (Education courses)

NIGER

UNICEF

- List of FTTSS graduates deployed to rural schools from first and second cohort

SUBEB/SMoE

- FTTSS screening process in Niger State – report

LGEA

- List of FTTSS trainees and sponsors (Yashi)
- List of FTTSS trainees and sponsors (Duwatsu)

- List of FTTSS trainees and Sponsors (Kifi)

CoE

- Student handbooks
- Students' rights and obligations
- Admissions policy of the CoE,
- Sample of examination questions and marking schemes at the CoE
- List of FTTSS technical working group members
- Minutes of meetings of the technical working group on FTTSS
- List of FTTSS trainees 2008–2013

Appendix 2: Instruments

Appendix 2.1.1: Interview with UNICEF official in the national office

Respondents: UNICEF officer with involvement in the GEP, preferably involvement with the FTTSS, in Abuja.

INSTRUCTION: Seek and obtain individual informed consent from participant before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/We are working on a research project funded by the Ministry of Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, to seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for a about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? (Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.)

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think has been the greatest success of the scheme so far? Why?

4. What do you think has been the biggest challenge? Why?

B. OPERATIONALISATION

GENERAL UNICEF INVOLVEMENT

5. What is the role of UNICEF in relation to the FME and State Ministries of Education and SUBEBs in supporting the FTTSS programme within Nigeria?

(Particular roles and responsibilities? Funding? Give examples)

6. How are other government departments and organisations involved in the programme?
(Which departments? NGOs? CBOs? Who? To what extent? In what ways?)
7. In what ways do you think government, UNICEF and NGOs are successfully managing to work together to operationalise this programme? Can you give examples?
8. What have been the challenges facing these various collaborations on this project?
(Communications? Ways of working? Personnel changes? Capacity? Time commitment? Issues relating to understanding?)
9. How could the collaboration(s) be improved and operationalisation of the programme enhanced?

FTTSS STATES

10. What was the rationale behind selecting the original four target states (Katsina, Bauchi, Niger and Sokoto) for the FTTSS?
11. What was UNICEF's involvement in the selection?
12. What was the rationale behind adding Zamfara?
13. What was UNICEF's involvement in this selection?

DIFFERENCES BETWEEN STATES

14. What are the major differences in the way that the FTTSS is functioning in each state?
(In terms of funding? Personnel? Lines of responsibility?)
15. In which states is the programme working well, in your view? Why?
16. In which states is the programme working less well? Why?

THE FUTURE

17. What are the main changes that need to be made either at federal or state level for the FTTSS programme to function more effectively?
18. What needs to be done to ensure the sustainability of the programme?
19. What has been the impact of the scheme on the rural communities which it aims to benefit?
20. What other strategies do you think could be employed to help increase the number of female teachers?
21. What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.2: In-depth interview with FME official

Respondents: FME officer with involvement in the GEP, preferably with the FTTSS.

INSTRUCTION: Seek and obtain individual informed consent from participant before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(*interviewer*). I am/We are working on a research project funded by the Ministry of Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, to seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? (Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.)

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think has been the greatest success of the scheme so far? Why?

4. What do you think has been the biggest challenge? Why?

B. OPERATIONALISATION

GENERAL FME INVOLVEMENT

5. What is the role of the FME in relation to UNICEF and State Ministries of Education and/or SUBEBS in supporting the FTTSS programme within Nigeria?

(Particular roles and responsibilities? Funding? Give examples)

6. How are other government departments and organisations involved in the programme?

(Which departments? NGOs? CBOs? Who? To what extent? In what ways?)

7. In what ways do you think Federal and State Ministries of Education, UNICEF and NGOs are successfully managing to work together to operationalise this programme? Can you give examples?

8. What have been the challenges facing these various collaborations on this project?

(Communications? Ways of working? Personnel changes? Capacity? Time commitment? Issues relating to understanding?)

9. How could the collaboration(s) be improved and operationalisation of the programme enhanced?

FTTSS STATES

10. What was the rationale behind selecting the original four target states (Katsina, Bauchi, Niger and Sokoto) for the FTTSS?

11. What was the FME's involvement in the selection?

12. What was the rationale behind adding Zamfara?

13. What was the FME's involvement in this selection?

DIFFERENCES BETWEEN STATES

14. What are the major differences in the ways that the FTTSS is functioning in each state? *(In terms of funding? Personnel? Lines of responsibility?)*

15. In which states is the programme working well, in your view? Why?

16. In which states is the programme working less well? Why?

THE FUTURE

17. What are the main changes that need to be made either at federal or state level for the FTTSS programme to function more effectively?

18. What needs to be done to ensure the sustainability of the programme?

19. What has been the impact of the scheme on the rural communities which it aims to benefit?

20. What other strategies do you think could be employed to help increase the number of female teachers?

21. What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.3: Interview with SUBEB/UNICEF consultant in SUBEB

Respondents: SUBEB officials, including those with responsibilities for finance (including FTTSS awards) and teacher deployment; UNICEF focal person(s) for gender; and the coordinator of GEP projects.

INSTRUCTION: Seek and obtain individual informed consent from participant before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(*interviewer*). I am/We are working on a research project funded by the Ministry of Education and the State Universal Basic Education Board. You have been selected as someone that could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, to seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? (Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.)

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think has been the greatest success and biggest challenge of the scheme so far? Why?

(Make sure both successes and challenges are addressed)

B. OPERATIONALISATION

GENERAL (SUBEB/UNICEF INVOLVEMENT)

4. What is the role of SUBEB in relation to UNICEF and the College of Education in supporting the FTTSS in the state? *(Particular roles and responsibilities? Funding? Give examples)*
5. How, specifically, does SUBEB support the FTTSS trainees and graduates participating in the scheme? *(Funding? Mentoring? Workshops? Give examples)*
6. How, specifically, does SUBEB support the College of Education in supporting the FTTSS? *(Funding? Meetings? Personnel? Give examples)*
7. How are other organisations/individuals involved in the FTTSS? *(NGOs? CBOs? Private consultants? To what extent? In what ways?)*
8. In what ways do you think SUBEB, UNICEF and other consultants are successfully managing to work together to operationalise this programme? Can you give examples?
9. What have been the challenges in any of the collaborations?
(Communications? Capacity? Time commitment? Issues relating to understanding?)
10. How could the collaboration(s) be improved?

RECRUITMENT AND SELECTION

11. How are communities and potential beneficiaries made aware of the scheme?
(Media? Leaflets? Word of mouth? Meetings?)
12. Which particular LGEAs/communities have been targeted? Why?
13. Are there any communities that have been difficult to reach? Why?
(In terms of location? Ethnicity? Religion?)
14. How do the candidates apply?
(Telephone call? Letter? Application form? Through the LGEA/SUBEB/UNICEF?)
15. How are the scholarship trainees selected?
(Who is involved? What is the procedure? What are the criteria for selection – qualifications? Community need? Age?)
16. How many FTTSS trainees are selected each year in the state? (approximately)
17. What percentage of the candidates are not selected? Why? (approximately)
18. Do you think the selection process is fair? Why? Why not?
19. How could the selection process be improved?
20. What is your view of the two-year teaching bond following graduation?
(Fair? Unfair? Should it be longer? Shorter? Should it exist at all?)

FINANCE

21. How is the financial side of the scholarship set up?
(Bank account? Deposits – monthly? Termly? In advance? In arrears?)
22. What difficulties do trainees experience with this set-up?
(Delays in payment? Insufficient funds? Unable to access their account?)
23. Which trainees are most affected? Why?
(Trainees from particular areas? Those funded by particular bodies?)

- 24.** Do all scholarship trainees receive the same amount of money?
(If not, why not? What are the differences? Who decides?)
- 25.** Do all scholarship trainees receive the money from the same source(s)?
(If not, why not? What are the differences? Who decides?)
- 26.** What costs is the scholarship expected to cover?
(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)
- 27.** What costs are the scholarship trainees expected to cover themselves?
- 28.** What proportion of trainees experience financial difficulties at some stage during the scheme? (approximately) Why?
- 29.** What could be done to improve the financial provision and management of the FTTSS for the scholarship trainees?

IN COLLEGE – TRAINEES' EXPERIENCES

- 30.** What are the main difficulties the FTTSS trainees face in college?
(e.g. Academic AND non-academic: Studying? Life on campus? Money? Being away from home?)
- 31.** What induction and/or training (if any) do the trainees receive when they arrive at the College of Education?
(Who organises it? Pays for it? What does it consist of?)
- 32.** How do the trainees in general cope with their studies in the college?
(When they first arrive? Later?)
- 33.** Do any particular groups of scholarship trainees have difficulties? What are the difficulties?
(Age? Ethnicity? Religion? Family circumstances? Non-Hausa speakers etc.?)
- 34.** How has the scholarship scheme tried to address these difficulties?
(Give examples? How successful have they been?)
- 35.** What is your view of the general quality and relevance of the NCE programme in relation to the FTTSS trainees' needs?
(Curriculum? Quality of teaching/lecturing? Class sizes?)
- 36.** Are the facilities in the College of Education adequate for the needs of the FTTSS trainees? Can you give examples?
- 37.** In what ways does the FTTSS management committee support the trainees?
(Who's on it? How often does it meet? What issues does it deal with? Give examples)
- 38.** How could it be improved?
- 39.** What other support is offered to the trainees in college?
- 40.** What more do you think could be done to support them in college?
(By the college? By UNICEF? By government?)

TEACHING PRACTICE

- 41.** How do the scholarship trainees cope when on teaching practice?
(Any particular problems reported? Do particular trainees struggle to cope?)

- 42.** How well do you think the scholarship trainees are prepared for teaching practice?
(Course relevance? Mentoring – who by? Monitoring – who by?)
- 43.** How are the scholarship trainees monitored/assessed/supported during teaching practice?
(How often? Who by? What is the procedure? What happens if there are problems?)

TEACHING POSTS/DEPLOYMENT

- 44.** What is the procedure for deployment of the scholarship trainees? How is UNICEF involved?
(Who makes the decision? Does the trainee have any input?)
- 45.** Where are most scholarship trainees deployed once they have completed training?
(Home village? Other school? Other job in education?)
- 46.** Are any qualified scholarship graduates currently NOT deployed? If so, why?
(What proportion? Why? What is being done to address the situation?)

M&E AND TRAINEE SUPPORT

- 47.** What (if any) strategy is in place to track/monitor the scholarship trainees
– when they are in college?
– when they have qualified?
- 48.** What procedures are in place for identifying and supporting trainees who are in danger of dropping out of the programme? (e.g. those with poor attendance at lectures, repeating several courses)
- 49.** Do trainees have a particular mentor/contact/support person? If so, how does this work in practice?
(Who is it? How often do they meet? What's the procedure if there are problems?)
- 50.** What records are kept and by whom?
(What kinds of data? Kept by SUBEB? CoE? UNICEF?)
- 51.** Overall, how are these monitoring procedures working? How could they be improved?

DROPOUT

- 52.** How many scholarship trainees drop out each year? (approximately)
- 53.** What (if any) are the particular characteristics of trainees that drop out?
(Age? Ethnicity? Religion? Family circumstances – children? Married? etc.)
- 54.** At what stage do trainees drop out? Probe for each in turn (ask for approximate numbers – none/a few/many?):
– After selection but before starting college? Why?
– While in college? Why?
– While doing teaching practice? Why?
– After graduation but before being posted? Why?
– Before completing their two-year teaching bond? Why?

- 55.** What (if any) follow-up procedure exists for scholarship trainees who drop out of the programme?
(How does this procedure work? Has it resulted in dropouts rejoining the programme?)
- 56.** Have any trainees been asked to abandon the course? Why?

PROGRAMME FINANCE (Ask only if relevant)

- 57.** What are the total annual costs for the programme for the state? (approximately)
- 58.** How is the total budget calculated and who is involved in the process?
- 59.** How much and what proportion of the annual expenditure is provided by each contributor? *(approximately?)* How is it calculated?
(Government – SUBEB? UNICEF? NGOs? Who else provides funding?)
- 60.** Has the balance of funding shifted over the last three years?
(If so, in what ways? Why?)
- 61.** What is being done to ensure the financial sustainability of the programme?

PROGRAMME M&E

- 62.** What are the official procedures for monitoring and evaluating the FTTSS?
(Who's responsible? Who's involved? How often does it take place? How is it documented?)
- 63.** What (if any) changes have been made to the programme following M&E?
(Ask for specific examples. Have any been successful?)
- 64.** How could the process of M&E be improved?

C. FINAL REFLECTIONS

- 65.** How well is the FTTSS working overall? Can you give examples?
- 66.** What needs to change for it to function more effectively?
- 67.** What has been the impact of the FTTSS on the trainees? Can you give examples?
- 68.** What has been the impact (if any) of the FTTSS on the wider community?
- 69.** What other strategies do you think could be employed to help increase the number of female teachers?
- 70.** What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?
- Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.4: Group interview with FTTSS trainees in college

Respondents: FTTSS trainees in the College of Education (two from each year).

INSTRUCTION: Seek and obtain individual informed consent from all participants before commencing the interview session.

Introductory remarks:

Good morning /afternoon, my name is(interviewer). I am/ We are working on a research project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the Female Teachers Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.)

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. What have you liked most about the scheme so far? Why? *(Ensure you get all views)*

3. What have you disliked most about the scheme so far? Why? *(Ensure you get all views)*

B. OPERATIONALISATION

RECRUITMENT AND SELECTION

4. How did you first hear about the FTTSS scheme?

(Where? When? Who from? From what institution?)

5. What made you want to apply for a scholarship?

6. What was the reaction of your family and community to the idea?

(Supportive – If so, how? Non-supportive? Concerned?)

7. How did you apply for the scholarship?

(Telephone call? Letter? Application form? To the LGEA? UNICEF? SUBEB?)

8. How were you selected?
(Who was involved? What was the procedure – letter, interview? Test? Based on qualifications?)
9. Do you think the selection process was fair?
(If so, in what way? If, not, why not?)
10. Did you encounter any difficulties in the selection process?
(Time? Cost? Communication?)

FINANCE

11. How is the financial side of the scholarship set up?
(Bank account? Deposits – monthly? Termly? In advance? In arrears?)
12. Have you or other trainees experienced any difficulties with this set-up?
(Delays in payment? Insufficient funds? Unable to access your account?)
13. If you have had financial difficulties, how have you overcome them?
(Taken a part-time job? Obtained family/community support? Used savings?)
14. Do all scholarship trainees receive the same amount of money?
(If not, what are the differences? Do you know why? Who decides?)
15. Do all scholarship trainees receive the money from the same source(s)?
(If not, what are the differences? Do you know why? Who decides?)
16. What costs is the scholarship expected to cover?
(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)
17. What costs are you expected to cover yourselves?
(How do you manage that?)
18. Were you aware of the costs involved before you joined the FTTSS?
19. What could be done to improve the financial provision and management of the FTTSS?

IN COLLEGE: INDUCTION/ARRIVAL

20. What were the main difficulties you faced when you first arrived at the college?
(Academic or non-academic – e.g. Studying? Life on campus? Money? Being away from home?)
21. What induction and/or training (if any) did you receive when you arrived at the College of Education?
(Who organised it? What did it consist of?)
22. How useful was it? Can you give examples? How could it be improved?

ACADEMIC MATTERS

- 25.** How are you coping in general with your studies in the college?
- 26.** How adequate are the study facilities?
(Teaching/lecture rooms? Library – access to books? Computer facilities?)
- 27.** What is your view of the general quality and relevance of the NCE programme in relation to your needs?
(Curriculum? Quality of teaching/lecturing? Class sizes?)
- 28.** What aspects of the programme are most useful? Can you give examples?
- 29.** What aspects of the programme are most difficult?
(Any particular courses? Aspect of studying: time management? Writing essays? Language?)
- 30.** How has the scholarship scheme tried to address any problems/difficulties?
(Extra courses? Mentoring? Give examples. How successful have they been?)
- 31.** How supportive and helpful are your lecturers?
(Do they have time to discuss your work? Are they approachable? All? Some?)
- 32.** How well do you get on with other students on your course?
(Females? Males? Do you socialise much? Study together?)
- 33.** Do you have a particular mentor/contact/support person to contact when you have a problem with your studies? If so, how does this work in practice?
(Who? How often do they meet? What's the procedure if there are problems?)
- 34.** What contact or support (if any) have you had from the FTTSS management committee? Has it been adequate?
(How often? What about? Give examples)
- 35.** How is your progress monitored and assessed during the programme? What feedback do you get?
(Termly/annual reports? Assignment/exam results? Regular meetings with CoE staff? UNICEF staff?)
- 36.** What roles have UNICEF, SME/SUBEB and/or NGO staff had in supporting your studies?
(Who has supported you? In relation to what? How often?)
- 37.** What more do you think could be done in college to support you academically?
- 38.** Were you ever asked to evaluate the FTTSS programme at all?

(Who by? When? How often? How – questionnaire? Oral feedback?)

TEACHING PRACTICE *(for any respondents who have been/or are currently on teaching practice)*

39. What has been your experience of teaching practice overall? Why?

(Difficult? Enjoyable? Tiring? Rewarding? Can you give examples?)

40. How well do you think the college prepares you for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

41. How are/were you monitored, assessed and supported during teaching practice?

(How often? Who by? What is the procedure? What happens if there are problems?)

42. How could the support and preparation for teaching practice be improved?

NON-ACADEMIC MATTERS

43. What are your main concerns/difficulties regarding non-academic matters?

(Accommodation? Sanitation? Money? Personal safety? Childcare? Family issues?)

44. In what ways (if at all) have any of these issues affected your studies? Give examples.

45. Have any of these issues been resolved? Give examples.

46. Who (if anyone) do you contact concerning problems with non-academic matters?

(Someone in the college – who? In UNICEF? In SUBEB/SME? What happens?)

47. What official grievance procedures exist if you want to make a formal complaint about something?

(Who do you contact? What's the procedure?)

48. If not mentioned above, ask specifically about the quality of:

– accommodation and catering facilities

– sanitation, water availability

(How could they be improved?)

49. How safe and secure is it on campus?

(Access for outsiders? Security guards – 24hr? Door locks? Street lighting?)

50. If you feel unsafe on campus, where and in what circumstances do you feel unsafe?
Why?

(Locations? Time of day/night? In what sort of situations? With whom – other students? Outsiders?)

51. Do you know of any students who have been harassed, robbed or assaulted in the college?

(Female? Participating in the FTTSS?)

52. Was the incident reported and was any action taken?

53. What do you think could be done to improve security and victim support?

54. What support services are available in college for non-academic matters?

(Clubs? Associations? Counselling service? Clinic? Are they useful?)

TEACHING AND THE FUTURE

55. Where do you hope to work once you have completed your training?

(Home village? Other school? Other job in education?)

56. What is your view of the two-year bond that is a condition of the scholarship?

(Fair? Unfair? Too long? Too short? Can you give reasons?)

57. Do you think you will be teaching/working in education beyond the two years? Why?
Why not?

58. Have you ever considered dropping out of the scholarship programme? Why?

(If so, what made you change your mind?)

59. Do you know any FTTSS trainees who have dropped out? Why?

D. FINAL REFLECTIONS

60. What positive impact (if any) has the FTTSS had on your life?

(New skills? Job opportunities? Confidence?)

61. What positive impact (if any) has your scholarship had on your home community?

(Changing attitudes to female participation in education? Interest among girls in schooling?)

62. What advice would you give to a new scholarship trainee?

63. What ONE improvement would you recommend to improve the FTTSS?

(If a group interview, ensure you go round the whole group)

64. What other strategies would help increase the number of female teachers?

65. What other strategies would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.5: Interview with FTTSS graduates awaiting posting

Respondents: FTTSS graduates waiting to be posted (at least two – group interview if possible; individual if not).

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(*interviewer*). I am/ We are working on a research project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone that could provide useful information on the Female Teachers Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. What did you like most about the scheme? Why?

3. What did you dislike most about the scheme so far? Why?

B. OPERATIONALISATION

RECRUITMENT AND SELECTION

4. How did you first hear about the FTTSS scheme?

(Where? When? Who from? From what institution?)

5. What made you want to apply for a scholarship?

6. What was the reaction of your family and community towards the idea?

(Supportive – If so, how? Non-supportive? Concerned?)

7. How did you apply for the scholarship?

(Telephone call? Letter? Application form? To the LGEA, UNICEF? SUBEB?)

8. How were you selected?

(Who was involved? What was the procedure – letter, interview? Test? Based on qualifications?)

9. Do you think the selection process was fair?

(If so, in what way? If, not, why not?)

10. Did you encounter any difficulties in the selection process?

(Time? Cost? Communication?)

FINANCE

11. How was the financial side of the scholarship set up?

(Bank account? Deposits – monthly? Termly? In advance? In arrears?)

12. Did you or other trainees experience any difficulties with this set-up?

(Delays in payment? Insufficient funds? Unable to access your account?)

13. If you had financial difficulties, how did you overcome them?

(Took a part-time job? Obtained family/community support? Used savings?)

14. Do all scholarship trainees receive the same amount of money?

(If not, what are the differences? Do you know why? Who decides?)

15. Do all scholarship trainees receive the money from the same source(s)?

(If not, what are the differences? Do you know why? Who decides?)

16. What costs is the scholarship expected to cover?

(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)

17. What costs are you expected to cover yourselves?

(How do you manage that?)

18. Were you aware of the costs involved before you joined the FTTSS?

19. What could be done to improve the financial provision and management of the FTTSS?

IN COLLEGE: INDUCTION/ARRIVAL

20. What were the main difficulties you faced when you first arrived at the college?

(Academic AND non-academic – e.g. Studying? Life on campus? Money? Being away from home?)

21. What induction and/or training (if any) did you receive when you arrived at the College of Education?

(Who organised it? What did it consist of?)

22. How useful was it? Can you give examples? How could it be improved?

ACADEMIC MATTERS

23. How did you cope in general with your studies in the college?

24. How adequate were the study facilities?

(Teaching/lecture rooms? Library – access to books? Computer facilities?)

25. What is your view of the general quality and relevance of the NCE programme in relation to the trainees' needs?

(Curriculum? Quality of teaching/lecturing? Class sizes?)

26. What aspects of the programme were most useful? Can you give examples?

27. What aspects of the programme were most difficult?

(Any particular courses? Aspect of studying: time management? Writing essays? Language?)

28. How did the scholarship scheme try to address any problems/difficulties you had?

(Extra courses? Mentoring? Give examples? How successful were they?)

29. How supportive and helpful were your lecturers?

(Did they have time to discuss your work? Were they approachable? All? Some?)

30. How well did you get on with other students on your course?

(Females? Males? Did you socialise much? Study together?)

31. Did you have a particular mentor/contact/support person to contact when you have a problem with your studies? If so, how did this work in practice?

(Who was it? How often did they meet? What was the procedure if there were problems with your work?)

32. What contact or support (if any) did you have from the FTTSS management committee? Was it adequate?

(How often was it provided? What did it relate to? Give examples)

33. What more do you think could have been done in college to support you academically?

34. How was your progress monitored during the programme? What feedback did you get?

(Termly/annual reports? Regular meetings with CoE staff? UNICEF staff?)

35. What contact did you have with particular UNICEF, SME/SUBEB and/or NGO staff during the programme?

(Who with? What about?)

36. Were you ever asked to evaluate the FTTSS programme at all?

(Who by? When? How often? How – questionnaire? Oral feedback?)

TEACHING PRACTICE

37. What was your experience of teaching practice overall? Why?

(Positive? Negative? Difficult? Enjoyable? Can you give examples?)

38. How well did you think the college prepared you for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

39. How were you monitored, assessed and supported during teaching practice?

(How often? Who by? What was the procedure? What happened if there were problems with your work?)

40. How could the support and preparation for teaching practice be improved?

NON-ACADEMIC MATTERS

41. What were your main concerns/difficulties regarding non-academic matters?

(Accommodation? Sanitation? Money? Personal safety? Childcare? Family issues?)

42. In what ways (if at all) did any of these issues affect your studies? Give examples.

43. Were any of these issues resolved? Give examples.

44. Who (if anyone) did you contact about non-academic matters?

(Someone in the college – who? In UNICEF? In SUBEB/SME? What happened?)

45. What official grievance procedures exist in the college if you want to make a formal complaint about something?

46. If not mentioned above, ask specifically about the quality of:

– accommodation and catering facilities

– sanitation, water availability

(How could they have been improved?)

47. How safe and secure was it on campus?

(Access for outsiders? Security guards? Door locks? Street lighting?)

48. If you felt unsafe, where and in what circumstances did you feel unsafe on campus? Why?

(Locations? Time of day/night? In what sort of situations? With whom – other students? Outsiders?)

49. Do you know of any students who were harassed, robbed or assaulted in the college?

(Female? Participating in the FTTSS?)

50. Was the incident reported and any action taken?

51. What do you think could be done to improve security and victim support?

52. What support was available in college to you for non-academic matters?

(Clubs? Associations? Counselling service? Clinic? Were they useful?)

TEACHING AND THE FUTURE

53. When did you complete your training?

54. Have you had any contact with UNICEF, SUBEB or the LGEA since you graduated?

(If so, when, what about?)

55. Have you been told when or where you might be posted?

(If so, where? When? Who told you?)

56. If not, where are you hoping to be posted?

(Home village? Other school? Other job in education?)

57. What is your view of the two-year bond that is a condition of the scholarship?

(Fair? Unfair? Too long? Too short? Can you give reasons?)

58. Do you think you will be teaching/working in education beyond the two years? Why? Why not?

59. Did you ever consider dropping out of the scholarship programme? Why?

60. What made you change your mind?

61. Do you know any FTTSS trainees who have dropped out? Why?

D. FINAL REFLECTIONS

62. What positive impact (if any) has the FTTSS had on your life?

(New skills? Job opportunities? Confidence?)

63. What impact (if any) has your scholarship had on your family and home community?

(Changing attitudes to female participation in education? Interest among girls in schooling?)

64. What advice would you give to a new scholarship trainee?

65. What ONE recommendation would you make to improve the FTTSS?

(If a group interview, ensure you go round the whole group)

66. What other strategies would help increase the number of female teachers?

67. What strategies would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.6: Interview with FTTSS dropouts

Respondents: Former FTTSS participants who have dropped out of the programme (at least three; group or individual interview).

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/ We are working on a research project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the Female Teachers Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. How would you describe your overall experience of the scheme?

(Positive? Negative? Mixed? Can you give examples?)

B. OPERATIONALISATION

DROPPING OUT

3. When did you drop out of the FTTSS?

(Before, during, after college? If during college – which year/stage?)

4. What was the main reason you dropped out of the scheme?

5. Were there other contributory factors? If so, what?

(Academic? Non-academic? Financial? Family-related? Health-related?)

6. When did you first think you might not be able to complete the programme?

(At what point? What were the reasons?)

7. Did you contact anyone at any stage about the fact you might not complete the programme? Why? Why not?

(In the college? at UNICEF? SME/SUBEB? In your family/community?)

8. If you did contact someone, what was their response?

9. Who did you inform (if anyone) when you eventually decided to drop out of the FTTSS?

(Someone in the college? At UNICEF? SME/SUBEB? In your family/community?)

10. What was their response?

11. What do you think could have been done to prevent you from dropping out:

- by UNICEF?
- by SME/SUBEB?
- by college staff?
- by your family (if relevant)?

(More guidance? Mentoring? More financial support? Emotional support? Extra tuition?)

12. Have you been contacted by UNICEF and or SME/SUBEB since you left the programme? If so, when? What about?

13. Would you want to rejoin the scheme if possible? Why? Why not?

14. How has your family and community reacted to your leaving the programme?

(Supportive? Disappointed? Positive? If negative, why?)

INSTRUCTION: Be selective about the following questions depending on the reasons the former participants dropped out and the stage in the programme at which they dropped out.

RECRUITMENT AND SELECTION

15. How did you first hear about the FTTSS scheme?

(Where? When? Who/what from?)

16. What made you want to apply for a scholarship?

17. How were you selected?

(Who was involved? What was the procedure – letter, interview? Test? Based on qualifications?)

FINANCE

18. Did you experience any difficulties with the financial set-up? If so, what?

(Delays in payment? Insufficient funds? Unable to access your account?)

19. What could be done to improve the financial provision and management of the FTSS?

IN COLLEGE – INDUCTION/ARRIVAL

20. What were the main difficulties you faced when you first arrived at the college?

(Academic AND non-academic – e.g. Studying? Life on campus? Money? Being away from home?)

21. What induction and/or training (if any) did you receive when you arrived at the College of Education?

(Who organised it? What did it consist of?)

22. How useful was it? Can you give examples? How could it be improved?

ACADEMIC MATTERS

23. How did you cope in general with your studies in the college?

24. What is your view of the general quality and relevance of the NCE programme in relation to the trainees' needs?

(Curriculum? Quality of teaching/lecturing? Class sizes?)

25. What aspects of the programme did you find most difficult?

(Any particular courses? Aspect of studying: time management? Writing essays? Language?)

26. How did the scholarship scheme try to address these difficulties?

(Extra courses? Mentoring? Give examples? How successful have they been?)

27. What contact or support (if any) did you have from the FTSS management committee?

(How often? What about? Give examples)

28. How could it have been improved?

29. What other support did you receive from UNICEF? SME/SUBEB?

(Mentoring? Extra tuition?)

30. What more do you think could have been done in college to support you?

TEACHING PRACTICE *(if the respondent got that far in the course)*

31. What was your experience of teaching practice overall? Why?

(Difficult? Enjoyable? Tiring? Rewarding? Can you give examples?)

32. How well do you think the college prepared you for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

33. How were you monitored, assessed and supported during teaching practice?

(How often? Who by? What was the procedure? What happened if there were problems?)

34. How could the support and preparation for teaching practice be improved?

NON-ACADEMIC MATTERS

35. What were your main concerns/difficulties regarding non-academic matters?

(Accommodation? Sanitation? Money? Personal safety? Childcare? Family issues?)

36. In what ways (if at all) did any of these issues affected your studies? Give examples.

37. Were any of these issues resolved? Give examples.

38. Who (if anyone) did you contact concerning problems with non-academic matters?

(Someone in the college – who? In UNICEF? In SUBEB/SME? What happened?)

39. What official grievance procedures exist if you want to make a formal complaint about something?

(Who did you contact? What was the procedure?)

40. What support services were available in college for non-academic matters?

(Clubs? Associations? Counselling service? Clinic? Were they useful?)

C. FINAL REFLECTIONS

41. What positive impact (if any) has the FTTSS had on your life?

(New skills? Job opportunities? Confidence?)

42. What positive impact (if any) has your scholarship had on your home community?

(Changing attitudes to female participation in education? Interest among girls in schooling?)

- 43.** What advice would you give to a new scholarship trainee?
- 44.** What ONE recommendation would you make to improve the FTTSS?
- 45.** What other strategies would help increase the number of female teachers?
- 46.** What strategies would lead to the participation of more girls in formal education, and to their greater success in formal education?

THANK YOU FOR YOUR TIME

Appendix 2.1.7: Interview with CoE management and senior staff

Respondents: College of Education Dean of Education, UNICEF learning specialist, FTTSS coordinator.

INSTRUCTION: Seek and obtain individual informed consent from participant before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/ We are working on a project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the Female Teacher Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However for practical reasons, we would like to record the discussion so that we could capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think have been the greatest successes and challenges of the scheme so far? Why?

(Make sure you cover successes and challenges)

B. OPERATIONALISATION

GENERAL (COLLEGE OF EDUCATION INVOLVEMENT)

4. What is the role of the College of Education in relation to UNICEF and SUBEB in supporting the FTTSS programme in the state?

(Roles and responsibilities? Teaching? Progress reports? Give examples.)

- 5.** In what ways do UNICEF and SUBEB support the College of Education in its involvement in the FTTSS?

(Funding? Joint activities? Extra personnel?)

- 6.** How, specifically, do College of Education staff support the FTTSS trainees participating in the programme?

(Lecturing? Remedial work? Extra courses? Pastoral care? Give examples)

- 7.** What have been the challenges with any of these collaborations?

(Communications? Funding? Time commitment? Issues relating to understanding?)

- 8.** How could the collaboration(s) be improved?

RECRUITMENT AND SELECTION

- 10.** How are the scholarship trainees selected? What is the College's role?

(Who is involved? What is the procedure? What are the criteria for selection – qualifications? Community need? Age?)

- 11.** In what ways is the College admissions procedure for FTTSS candidates similar to/different from that of other students?

(E.g. Different admission criteria?)

- 12.** What interactions do you have with UNICEF and/or with SUBEB regarding the scholarship trainees at this stage?

(Meetings? Updates on numbers?)

- 13.** What (if any) difficulties do you encounter in the selection/admissions process for the FTTSS students?

- 14.** How could they be overcome?

FINANCE

- 15.** How is the financial side of the scholarship set up with the college?

(Fees paid directly to the college or via the scholarship student's bank account?)

- 16.** What difficulties (if any) does the college experience with this set-up?

- 17.** What difficulties (if any) do the trainees experience?

(Delays in payment? Insufficient funds? Unable to access their account?)

- 18.** What are the compulsory fees students have to pay to the college?

(How much? Termly? Annually?)

- 19.** What other fees do students generally pay to the college?

(What for? Associations? Accommodation? Library membership? How much? Termly? Annually?)

- 20.** What costs is the scholarship expected to cover?
(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)
- 21.** What costs are the scholarship trainees expected to cover themselves?
- 22.** What proportion of FTTSS trainees experience financial difficulties at some stage during the programme? *(approximately) Why?*
- 23.** What could be done to improve the financial provision and/or management of the FTTSS for
- the college?
 - the scholarship trainees?

IN COLLEGE: INDUCTION/ARRIVAL

- 24.** What are the main difficulties FTTSS trainees face in college?
(Academic AND non-academic – e.g. Studying? Life on campus? Money? Being away from home?)
- 25.** In what way are these difficulties similar to or different from the difficulties other students face?
- 26.** What induction and/or training (if any) do the trainees receive when they arrive at the College of Education?
(Who organises it? Pays for it? What does it consist of?)
- 27.** Is this different from the induction other students get? If so, in what ways?
- 28.** Are the staff given any induction/extra training to help them with the FTTSS students' needs?
(If so, by whom? Of what does it comprise? If not, would it be useful? Why? Why not?)

ACADEMIC AND NON-ACADEMIC MATTERS

- 29.** How do the FTTSS trainees in general cope with their studies in the college?
(When they first arrive? Later?)
- 30.** Do any particular groups of FTTSS trainees have particular difficulties in coping with the programme?
(Those of a particular age? Ethnicity? Religion? Family circumstances – married? Children? etc.)
- 31.** Which aspects of the programme do they find most difficult?
(Any particular courses? Aspect of studying: time management? Writing essays? Understanding lectures?)
- 32.** How has the College tried to address these difficulties?

(Give examples. Extra courses? Tuition? How successful have they been?)

- 33.** What is your view of the general quality and relevance of the NCE programme in relation to the scholarship trainees' needs? Is it different from other students?

(Curriculum? Quality of teaching/lecturing? Class sizes?)

- 34.** What are the main non-academic difficulties that FTTSS trainees face in the College?
(Family commitments? Financial difficulties? Accommodation? Safety? Relations with other students?)

- 35.** How are such issues addressed? Can you give examples?

- 36.** What is the role of the FTTSS management committee in supporting the trainees?
(How often does it meet? What issues does it deal with? Give examples)

- 37.** How effective do you think the committee is in supporting the trainees? Can you give examples?

- 38.** How could it be improved?

- 39.** What other support is offered to the FTTSS trainees in college?

(Counselling services? Clinic? Study groups?)

- 40.** What more could be done in college to support them?

TEACHING PRACTICE

- 41.** How well are the FTTSS trainees prepared for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

- 42.** Where are the trainees posted for teaching practice? How is this decided?

(Home village? Other village? Urban school?)

- 43.** How do the trainees cope with teaching practice?

(Any particular problems reported – academic or non-academic? Do particular trainees struggle to cope?)

- 44.** How are the scholarship trainees monitored, assessed and supported during teaching practice?

(How often? Who by? What is the procedure? What happens if there are problems?)

- 45.** How is this similar to/different from procedures for other students?

- 46.** What could be done to improve teaching practice for the FTTSS trainees?

TEACHING POSTS/DEPLOYMENT

49. What role (if any) does the College play in the deployment of the FTTSS graduates?

M&E AND TRAINEE SUPPORT

50. What strategy is in place to track the scholarship trainees

– while they are in college?

– once they have qualified?

(Individual records? Termly/annual reports? Are these seen by students? UNICEF? SUBEB/SME?)

51. What procedures (if any) are in place for identifying and supporting trainees who are in danger of dropping out of the programme?

(e.g. Trainees with poor exam marks? Financial problems? Family difficulties? Give examples)

52. Do trainees have a particular mentor/contact/support person? If so, how does this work in practice?

(Who is it? How often do they meet? What's the procedure if there are problems?)

53. What records are kept, and by whom?

(What kinds of data? Kept by the college, SME/SUBEB? UNICEF?)

54. Overall, how are these monitoring strategies working? How could they be improved?

DROPOUTS

55. What percentage of scholarship trainees drop out each year? *(approximately)* How does this compare with other trainees?

56. What (if any) are the particular characteristics of the FTTSS trainees that drop out?

(Age? Ethnicity? Religion? Family circumstances – married? Children etc.)

57. At what stage do FTTSS trainees drop out? *Probe for each in turn (ask for approximate numbers – none/a few/many?):*

– After selection but before starting college? Why?

– While in college? Why?

– While doing teaching practice? Why?

– After graduation but before being posted? Why?

– Before completing their two-year teaching bond? Why?

58. What (if any) follow-up procedure exists for scholarship trainees who drop out from the programme?

(How does it work? Has it resulted in dropouts rejoining the programme?)

59. Have any trainees been asked to abandon the course? Why?

PROGRAMME M&E

60. What involvement does the College have in the M&E of the FTTSS as a whole?

(Who's responsible? Who's involved? How often? How is it documented?)

61. What (if any) changes have been made to the programme following feedback supplied by the College?

(Ask for specific examples. Have any been successful?)

62. How could the process of M&E for the programme be improved?

D. FINAL REFLECTIONS

63. How well do you think the FTTSS is working overall? Can you give examples?

64. What do you think needs to change for it to function more effectively?

65. What has been the impact of the FTTSS on the trainees? Can you give examples?

66. What has been the impact (if any) of the FTTSS on the wider community?

67. What other strategies do you think could be employed to help increase the number of female teachers?

68. What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.8: Interview with CoE lecturers

Respondents: College lecturers (Group interview with at least two lecturers you have observed teach; including at least one mentor, if mentors exist).

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/ We are working on a project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the Female Teacher Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However for practical reasons, we would like to record the discussion so that we could capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think has been the greatest success and challenge of the scheme so far? Why?

(Make sure you cover both successes and challenges)

BACKGROUND

4. How long have you been a lecturer in the college?

5. Which NCE courses do you teach and for which years?

(And teaching practice supervision?)

6. How large are most of your classes?
7. How many FTTSS trainees have you got in your classes (*approximately*)?

B. OPERATIONALISATION

IN COLLEGE: INDUCTION/ARRIVAL

8. What are the main difficulties FTTSS trainees face in college?

(Academic AND non-academic – Studying? Life on campus? Money? Being away from home?)

9. In what way are these difficulties similar to, or different from the difficulties other students face?
10. What induction and/or training (if any) do the trainees receive when they arrive at the College of Education?

(Who organises it? Pays for it? What does it consist of?)

11. Is this different from the induction other students get? If so, in what ways?
12. Are you, the teaching staff, given any induction/extra training to help you address the FTTSS students' particular needs?

(If so, by whom? Of what does it comprise? If not, would it be useful? Why? Why not?)

ACADEMIC AND NON-ACADEMIC MATTERS

13. How do the FTTSS trainees in general cope with their studies in the College?

(When they first arrive? Later?)

14. Do any particular groups of FTTSS trainees have particular difficulties in coping with the programme?

(Those of a particular age? Ethnicity? Religion? Family circumstances – married? Children? etc.)

15. Which aspects of the programme do they find most difficult?

(Any particular courses? Aspects of studying: time management? Writing essays? Understanding lectures?)

16. How does their attendance compare with that of other students?

(Do you take a register?)

17. How do their assessments and examination performances compare to those of other students? Give examples.

(How are they assessed? How often?)

18. How has the college tried to address the difficulties FTTSS participants face?

(Give examples. Extra courses? Tuition? How successful have they been?)

19. What is your view of the general quality and relevance of the NCE programme in relation to the FTTSS trainees' needs?

(Curriculum? Quality of teaching/lecturing? Is it different for other students?)

20. How well do the FTTSS trainees get on with other students on the course?

(Females? Males? Do they socialise much? Study together? Give examples)

21. What is the role of the FTTSS management committee in supporting the trainees?

(How often does it meet? What issues does it deal with? Give examples)

22. How effective do you think the committee is in supporting the trainees? Can you give examples?

23. How could it be improved?

24. What other support is offered to the FTTSS trainees in college?

(Counselling services? Clinic? Study groups?)

25. What more could be done in college to support them?

TEACHING PRACTICE

26. How well are the FTTSS trainees prepared for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

27. Where are the trainees posted for teaching practice? How is this decided?

(Home village? Other village? Urban school?)

28. How do the trainees cope with teaching practice?

(Any particular problems reported – academic or non-academic? Do particular trainees struggle to cope?)

29. How are the scholarship trainees monitored, assessed and supported during teaching practice?

(How often? Who by? What is the procedure? What happens if there are problems?)

30. How is this similar to/different from procedures for other students?

31. What could be done to improve teaching practice for the FTTSS trainees?

M&E AND TRAINEE SUPPORT

32. What strategy is in place to track the scholarship trainees

– while they are in college?

– once they have qualified?

(Individual records? Termly/annual reports? Are these seen by students? Sent to UNICEF? SME/SUBEB? What is your involvement?)

33. What procedures (if any) are in place for identifying and supporting trainees who are in danger of dropping out of the programme?

(e.g. Those with poor attendance at lectures, repeating several courses? What kind of support? Are you involved?)

34. Do FTTSS trainees have a particular mentor/contact/support person? If so, how does this work in practice?

(Who is it? How often do they meet? What's the procedure if there are problems?)

35. What records are kept and by whom?

(What kinds of data? Kept by SME/SUBEB? CoE? UNICEF?)

36. Overall, how are these monitoring strategies working and how could they be improved?

DROPOUT

37. What percentage of FTTSS trainees drop out each year? (approximately). How does this compare with other trainees?

38. Are there any particular characteristics of trainees that drop out?

(Age? Ethnicity? Religion? Family circumstances – married? Children? etc.)

39. Have any trainees been asked to abandon the course? Why?

D. FINAL REFLECTIONS

40. How well is the FTTSS working overall? Can you give examples?

41. What needs to change for it to function more effectively?

- 42.** What has been the impact of the FTTSS on the trainees? Can you give examples?
- 43.** What has been the impact (if any) of the FTTSS on the wider community?
- 44.** What other strategies do you think could be employed to help increase the number of female teachers?
- 45.** What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.9: Interview with LGEA/LGA officers

Respondents: LGEA/LGA award officer in charge of stipends, Education Secretary, FTTSS desk officer, UNICEF GEP consultant.

INSTRUCTION: Seek and obtain individual informed consent from participant before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/We are working on a research project funded by the Ministry of Education and the State Universal Basic Education Board. You have been selected as someone that could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, to seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? (Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? When did it start? What does it hope to achieve?)

2. What is your personal involvement in the scheme?

(What is your role? How long have you been involved?)

3. What do you think has been the greatest success and biggest challenge of the scheme so far? Why?

(Make sure you cover both successes and challenges)

B. OPERATIONALISATION

GENERAL (LGEA INVOLVEMENT)

4. What is the role of the LGEA in relation to UNICEF, SUBEB/SME and the College of Education in supporting the FTTSS in the state?

(Particular roles and responsibilities? Joint activities, meetings – how often? Give examples)

5. What other organisations/individuals (if any) are involved in the FTTSS in the LGEA? If so, how?

(NGOs, CBOs, philanthropic individuals?)

6. How successful has the collaboration on the FTTSS been with UNICEF, state government and other actors? Can you give examples?

7. How could the collaboration(s) be improved?

(Communications? Time commitment? Issues related to understanding?)

RECRUITMENT AND SELECTION

8. How is the LGEA involved in making communities and potential beneficiaries aware of the scheme?

(Media? Leaflets? Word of mouth? Meetings? Who organises this?)

9. Which particular LGEAs/communities have been targeted? Why?

10. Are there any communities that have been difficult to reach? Why?

(In terms of location? Ethnicity? Religion?)

11. How do the candidates apply?

(Telephone call? Letter? Application form? Through the LGEA, SUBEB, UNICEF?)

12. How are the scholarship trainees selected?

(Who is involved? What is the procedure? What are the criteria for selection – qualifications? Community need? Age?)

13. How many FTTSS students have been selected each year in your LGEA?

14. How many candidates have not been selected each year? Why?

15. Do you think the selection process is fair? Why? Why not?

16. How could the selection process be improved?

17. What is your view of the two-year teaching bond following graduation?

(Fair? Unfair? Should it be longer? Shorter? Should it exist at all?)

FINANCE

18. How is the financial side of the scholarship set up? Who is responsible?

(Bank account? Deposits – monthly? Termly? In advance? In arrears?)

19. What difficulties do trainees experience with this set-up?

(Delays in payment? Insufficient funds? Unable to access their account?)

20. Which trainees are most affected? Why?

(Trainees from particular areas? Those funded by particular bodies?)

21. Do all scholarship trainees receive the same amount of money?

(If not, why not? What are the differences? Who decides?)

22. Do all scholarship trainees receive the money from the same source(s)?

(If not, why not? What are the differences? Who decides?)

23. What costs is the scholarship expected to cover?

(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)

24. What costs are the scholarship trainees expected to cover themselves?

25. How many scholarship students from your LGEA experienced financial difficulties at some stage during the programme? *(approximately)* Why? What happened?

26. What could be done to improve the financial provision and management of the FTTSS for the scholarship trainees?

IN COLLEGE – TRAINEE EXPERIENCES

27. What do you think are the main difficulties the FTTSS trainees face in college?

(e.g. Academic AND non-academic – Studying? Life on campus? Money? Being away from home?)

28. How do the trainees, in general, cope with their studies in the college?

(When they first arrive? Later?)

29. What is your view of the general quality and relevance of the NCE programme in relation to the scholarship trainees' needs?

(Curriculum? Quality of teaching/lecturing? Class sizes?)

30. How could it be improved?

31. What are the main non-academic difficulties that trainees face in college?

(Family commitments? Financial difficulties? Accommodation? Safety? Relations with other students/lecturers?)

32. What support is offered to the trainees in the college?

33. What role (if any) does the LGEA play in supporting the FTTSS students while they are in college?

34. What more could be done to support FTTSS trainees in college?

TEACHING PRACTICE

35. What (if any) is the LGEA's role in supporting the scholarship students in their teaching practice?

(Help with placement? M&E? Pastoral care?)

36. How do the scholarship trainees cope with teaching practice?

(Well? If not well, why not? What particular difficulties do they experience?)

37. How well are the scholarship trainees prepared for teaching practice?

(Course relevance? Practical skills? Mentoring – who by? Monitoring – who by?)

38. How are the scholarship trainees monitored/assessed/supported during teaching practice?

(How often? Who by? What is the procedure? What happens if there are problems?)

39. What could be done to improve teaching practice for the FTTSS trainees?

TEACHING POSTS/DEPLOYMENT

40. What is the procedure for deployment of the scholarship graduates? How is the LGEA involved?

(Who makes the decision? Does the trainee have any input?)

41. Where have the scholarship trainees in your LGEA been deployed once they have completed training?

(Home village? Other school? Other job in education?)

42. Are any qualified FTTSS graduates in your LGEA currently NOT deployed? If so, why?

(What proportion? What is being done to address the situation?)

TRAINEE M&E AND SUPPORT

43. What strategy is in place to track/monitor the scholarship trainees?

– when they are in college?

– once they have qualified?

(Who funds it? Who is involved? How is the LGEA involved?)

- 44.** What procedures are in place for identifying and supporting trainees who are in danger of dropping out of the programme? How successful are they?

(e.g. Trainees with poor exam marks? Financial problems? Family difficulties? Give examples)

- 45.** Do trainees have a particular mentor/contact/support person? If so, how does this work in practice?

(Who is it? How often do they meet? What's the procedure if there are problems?)

- 46.** What records are kept, and by whom?

(What kinds of data? Kept by SME/SUBEB? CoE? UNICEF? LGEA?)

- 47.** Overall, how are these monitoring strategies working? How could they be improved?

DROPOUTS

- 48.** How many scholarship trainees from the LGEA have dropped out each year?

(What proportion of the total number?)

- 49.** What (if any) are the particular characteristics of the trainees that drop out?

(Age? Ethnicity? Religion? Family circumstances – children? Married? etc.)

- 50.** At what stage do trainees drop out? Probe for each in turn (ask for approximate numbers – none/a few/many?):

– After selection but before starting college? Why?

– While in college? Why?

– While doing teaching practice? Why?

– After graduation but before being posted? Why?

– Before completing their two-year teaching bond? Why?

- 51.** What (if any) follow-up procedure exists for scholarship trainees who drop out from the programme?

(How does it work? Has it resulted in dropouts rejoining the programme?)

- 52.** Have any trainees been asked to abandon the course? Why?

PROGRAMME M&E

- 53.** Has the LGEA been involved in any M&E of the FTTSS?

(If yes, who initiated it? Who's involved? How often? How is it documented?)

54. *(If relevant)* What (if any) changes have been made to the programme following M&E?
(Ask for specific examples. Have any been successful?)

55. How could the process of M&E be improved?

C. FINAL REFLECTIONS

56. How well is the FTTSS working overall? Can you give examples?

57. What needs to change for it to function more effectively?

58. What has been the impact of the FTTSS on the trainees? Can you give examples?

59. What has been the impact (if any) of the FTTSS on the wider community? Examples?

60. What other strategies do you think could be employed to help increase the number of female teachers?

61. What other strategies do you think would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.10: Interview with school respondents (head teacher and teacher)

RESPONDENTS: Head teacher and teacher of school in community where FTTSS graduate is teaching.

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(*interviewer*). I am/ We are working on a research project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However for practical reasons, we would like to record the discussion so that we could capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. GENERAL

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. How did you first hear about the FTTSS scheme?

(Where? When? Who from? From what institution?)

3. What is your personal view of the scheme? Why?

(Are you in favour? Not in favour? Indifferent?)

SCHOOL BACKGROUND

4. What are the main challenges the school is facing?

(Infrastructure? Teachers? Teaching materials? Community support?)

5. Ask questions of HEAD TEACHER in order to complete Section A of the school profile, concerning:

- pupil enrolments over the last few years
- teacher gender and qualifications
- SBMC gender composition
- Parent-teacher Association gender composition

6. What are the pupils' backgrounds?

(First language? Religion? Ethnicity? Approximate ratios?)

7. What reasons are there for the current trend in enrolment figures?

B. OPERATIONALISATION

The FTTSS AND THE SCHOOL

8. What is the general view within the school about the FTTSS?

9. (Supportive – If so, how? Non supportive – why? Indifferent? Mixed views?)

10. Has this changed from when the FTTSS was first introduced to now when there is a new female teacher in the school? If so, how?

11. When and how did the school become involved in the FTTSS?

(Which year? How did the school hear about the scheme?)

12. What (if any) is your involvement with the FTTSS? What does this entail?

(Contact person for UNICEF/SUBEB/SME/LGEA? Mentor of trainee undertaking teaching practice and/or for the newly qualified FTTSS graduate?)

13. What involvement (if any) does the school have with UNICEF/government/NGOs involved in the FTTSS?

(At which stages of the process – application, in college teaching practice, after graduation? Who are the contact people in UNICEF? SUBEB etc.? What is the procedure for this involvement? Meetings? Written reports?)

14. When did the FTTSS graduate start teaching at this school?

15. How long after graduating was this?

16. When and how was the appointment confirmed?

(Before/after their graduation? Notification from UNICEF? SUBEB? LGEA?)

17. Has any FTTSS teacher left the school after deployment?

18. If yes, what were the reasons?

(Transfer to another school? Marriage etc.?)

19. What official M&E and/or support (if any) does the school offer the FTTSS graduate?

(Anything required by government? UNICEF? Reports? Appraisals? Is it paid for? Ask for details)

20. What other support is the school offering the FTTSS graduate?

(Informal advice? Mentoring – if so, by whom? Classroom observations?

Help with lesson planning?)

21. In what way is this support similar/different to the support offered to any newly qualified teacher?

22. In what ways do you think the M&E of, and support provided to, the FTTSS graduate could be improved?

RECRUITMENT AND SELECTION

23. How many women from the community have applied in the past for an FTTSS scholarship?

24. How many have been successful?

(What stages are they at – application? Training? Now posted?)

25. Was the school involved in supporting women from the community to apply for the scholarship? If so, how?

(Encouragement? Talking to the education authorities? Financial help?)

26. What (if any) was the school's involvement in the selection process?

(Lobbying government? Writing a letter of support?)

27. What contact (if any) did the school have with UNICEF and/or SUBEB/SME/LGEA at this stage?

(Phone calls? Visits? What about? Involving whom?)

IN COLLEGE

27. In what ways (if at all) is the school involved with the scheme while the scholarship trainee is studying in college?

(Progress reports from the college/UNICEF? Visits from the trainee?)

TEACHING PRACTICE

[Note: make sure the respondent understands that these questions relate to teaching practice and *not* the graduate posting. If the school does not accommodate FTTSS trainees during TP, move to the next section, FTTSS GRADUATE.]

28. Has the school accommodated the community's scholarship trainee(s) or other FTTSS trainees undertaking teaching practice?

(If so, how many trainees? Since when? How many weeks?)

29. If yes, how did the trainee(s) cope during their teaching practice?

(Well? Had difficulties?)

30. What kind of difficulties did they have?

(Classroom discipline? Lesson planning? Accommodation?)

31. What M&E and support (if any) does the school offer FTTSS trainees undertaking teaching practice?

(Informal advice? Mentoring – if so, by whom? Classroom observations?)

Help with lesson planning? Who requires this – the college? UNICEF?)

32. What official assessments (if any) does the school make of the trainees and for whom? (The College of Education? UNICEF? Both?)

33. What M&E and support does the college provide during teaching practice?

(Regular visits – by whom? How often? Formal observation assessments?)

34. In what ways do you think the M&E of, and support provided to, the FTTSS trainee could be improved during teaching practice?

FTTSS GRADUATE(S): SCHOOL EXPERIENCE

35. How is/are the FTTSS graduate(s) coping with the new job?

(Well? Having difficulties? Don't know?)

36. What kind of difficulties (if any) is she/are they having?

(Professional? Personal? Financial?)

37. In what ways are they similar/different to difficulties experienced by any other newly qualified teacher?

(i.e. Does it make a difference that she is female?)

38. Do pupils treat her/them in the same way or differently to male teachers?

(If differently, give examples)

39. Do male teachers treat her/them in the same way or differently to other male colleagues?

(If differently give examples. Ask about female colleagues if there are any)

40. What effect (if any) has having a female teacher in the school had on female pupils?

(Enrolment? Attendance? Someone to talk to? No difference?)

COMMUNITY VIEWS/IMPACT

41. To what extent is the community aware of the FTTSS?

42. *(If aware)* What is the general view within the community about the FTTSS? Why?

(Supportive – If so, how? Not supportive – why? Mixed views? Indifferent?)

43. In what ways have community members supported the FTTSS? Who in particular?

(Encouragement? Financial help? Who, specifically? Give examples)

44. What impact (if any) does the presence of a female teacher in the school have on the community?

(Increased female enrolment? If no impact, why not?)

C. FINAL REFLECTIONS

45. What ONE improvement would you recommend to improve the FTTSS?

46. What other strategies would help increase the number of female teachers?

47. What other strategies would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.11: Interview with FTTSS graduate teacher

Respondents: FTTSS graduate teacher(s) in school. Individual interview if one graduate, group interview if two.

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(*interviewer*). I am/ We are working on a research project funded by the Ministry to Education and the State Universal Basic Education Board. You have been selected as someone that could provide useful information on the Female Teachers Training Scholarship Scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However, for practical reasons, we would like to record the discussion so that we can capture all the ideas expressed. We'll be discussing for about one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Write down verbatim as much as you can, and take notes on the rest.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. What did you like most about the scheme? Why?

3. What did you dislike most about the scheme so far? Why?

B. OPERATIONALISATION

RECRUITMENT AND SELECTION

4. How did you first hear about the FTTSS scheme?

(Where? When? Who from? From what institution?)

5. What made you want to apply for a scholarship?

6. What was the reaction of your family and community towards the idea?

(Supportive – If so, how? Not supportive? Concerned?)

7. How did you apply for the scholarship?

(Telephone call? Letter? Application form? To the LGEA, UNICEF? SUBEB?)

8. How were you selected?

(Who was involved? What was the procedure – letter, interview? Test? Based on qualifications?)

9. Do you think the selection process was fair?

(If so, in what way? If, not, why not?)

10. Did you encounter any difficulties in the selection process?

(Time? Cost? Communication?)

FINANCE

11. How was the financial side of the scholarship set up?

(Bank account? Deposits – monthly? Termly? In advance? In arrears?)

12. Did you or other trainees experience any difficulties with this set-up?

(Delays in payment? Insufficient funds? Unable to access your account?)

13. If you had financial difficulties, how did you overcome them?

(Took a part-time job? Obtained family/community support? Used savings?)

14. What costs is the scholarship expected to cover?

(Fees? Books and writing materials? Accommodation? Living expenses? Transport?)

15. What costs are you expected to cover yourselves?

(How do you manage that?)

16. Were you aware of the costs involved before you joined the FTTSS?

17. What could be done to improve the financial provision and management of the FTTSS?

IN COLLEGE: INDUCTION/ARRIVAL

18. What were the main difficulties you faced when you first arrived at the college?

(Academic AND non-academic – e.g. Studying? Life on campus? Money? Being away from home?)

ACADEMIC MATTERS

19. How well did you cope in general with your studies in the college?

20. How adequate were the study facilities?

(Teaching/lecture rooms? Library – access to books? Computer facilities?)

21. What is your view of the general quality and relevance of the NCE programme? Did it prepare you for classroom teaching?

(Curriculum? Quality of teaching/lecturing? Class sizes?)

22. What aspects of the programme were most useful? Can you give examples?

23. What aspects of the programme were most difficult?

(Any particular courses? Aspect of studying: time management? Writing essays? Language?)

24. How did the scholarship scheme try to address any problems/difficulties you had?

(Extra courses? Mentoring? Give examples. How successful were they?)

25. How supportive and helpful were your lecturers?

(Did they have time to discuss your work? Were they approachable? All? Some?)

26. How well did you get on with other students on your course?

(Females? Males? Did you socialise much? Study together?)

27. Did you have a particular mentor/contact/support person to contact when you had a problem with your studies? If so, how did this work in practice?

(Who? How often did they meet? What was the procedure if there were problems with your work?)

28. What contact or support (if any) did you have from the FTTSS management committee?
Was it adequate?

(How often? What about? Give examples)

29. What more do you think could have been done in college to support you academically?

30. How was your progress monitored during the programme? What feedback did you get?

(Termly/annual reports? Regular meetings with CoE staff? UNICEF staff?)

31. What contact did you have with particular UNICEF, SME/SUBEB and/or NGO staff during the programme?

(Who with? What about?)

32. Were you ever asked to evaluate the FTTSS programme at all?

(Who by? When? How often? How – questionnaire? Oral feedback?)

TEACHING PRACTICE

33. Where did you undertake your teaching practice?

34. What was your experience of teaching practice overall? Why?

(Positive? Negative? Difficult? Enjoyable? Can you give examples?)

35. How well did you think the college prepared you for teaching practice?

(Course relevance? Mentoring – who by? Monitoring – who by?)

36. How were you monitored, assessed and supported during teaching practice?

(How often? Who by? What was the procedure? What happened if there were problems with your work?)

37. How could the support and preparation for teaching practice be improved?

NON-ACADEMIC MATTERS

44. What were your main concerns/difficulties regarding non-academic matters?

(Accommodation? Sanitation? Money? Personal safety? Childcare? Family issues?)

45. In what ways (if at all) did any of these issues affect your studies? Give examples.

46. Were any of these issues resolved? Give examples.

47. Who (if anyone) did you contact about non-academic matters?

(Someone in the college – who? In UNICEF? In SUBEB/SME? What happened?)

48. What support was available in college to you for non-academic matters?

(Clubs? Associations? Counselling service? Clinic? Were they useful?)

TEACHING AND THE FUTURE

49. When did you complete your training?

50. How long was it before your teaching post was confirmed? How were you informed?

51. Have you had any contact with UNICEF, SME/SUBEB (or other funding agency) since you graduated?

(If so, when? What about?)

52. What is your view of the two-year bond that is a condition of the scholarship?

(Fair? Unfair? Too long? Too short? Can you give reasons?)

53. Do you think you will be teaching/working in education beyond the two years? Why? Why not?

54. Did you ever consider dropping out of the scholarship programme? Why?

55. What made you change your mind?

56. Do you know any FTTSS trainees who have dropped out? Why?

SCHOOL EXPERIENCE

57. How are you coping with the new job? Is it what you expected?

(Well? Having difficulties? Don't know?)

58. What kind of difficulties (if any) are you having?

(Classroom discipline? Lesson planning? Subject matter? Classroom conditions?)

59. Do pupils treat you the same way they treat the male teachers?

(If differently, give examples.)

60. Do male teachers treat you the same way as they treat other male colleagues?

(If differently give examples. Ask about female colleagues, if there any)

61. What effect (if any) does the presence of a female teacher in the school have on female pupils? *(Enrolment? Attendance? Someone to talk to? No difference?)*

C. FINAL REFLECTIONS

62. What positive impact (if any) has the FTTSS had on your life?

(New skills? Job opportunities? Confidence?)

63. What impact (if any) has your scholarship had on your family and home community?

(Changing attitudes to female participation in education? Interest among girls in schooling?)

64. What advice would you give to a new scholarship trainee?

65. What ONE recommendation would you make to improve the FTTSS?

66. What other strategies would help increase the number of female teachers?

67. What strategies would lead to the participation of more girls in formal education, and to their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.1.12: Interview with community members (SBMC etc.)

Respondents: SBMC chair and female SBMC or other female community member, plus other community interviewees if available/appropriate (e.g. PTA member).

INSTRUCTION: Seek and obtain individual informed consent from participant(s) before commencing the interview session.

Introductory remarks

Good morning /afternoon, my name is(interviewer). I am/ We are working on a project funded by the Ministry of Education and the State Universal Basic Education Board. You have been selected as someone who could provide useful information on the female teacher training scholarship scheme (FTTSS). We are here to hear about your involvement and experiences with the scheme, seek your opinions, concerns and suggestions for addressing challenges. Your participation and contribution would be very valuable, if you accept to be involved and be interviewed. Any information that we share will be used without mentioning your name. However for practical reasons, we would like to record the discussion so that we could capture all the ideas expressed. We'll be discussing for maximum of one hour. There is no personal benefit from taking part in the interview but the information will be useful for understanding and improving the scheme.

Do you have any questions you would like to ask me about what I have said? (Interviewer: clarify questions about the study, if any)

Would you like to participate and for me to proceed? Interviewer: In case participants refuse to be tape-recorded, ignore the recorder and proceed with the discussion. Take notes and write down verbatim any useful QUOTES.

A. INTRODUCTION

1. What is your understanding of the purpose of the FTTSS?

(Why was it established? What does it hope to achieve?)

2. How did you first hear about the FTTSS scheme?

(Where? When? Who from? From what institution?)

3. What is your personal view of the scheme? Why?

(Are you in favour? Not in favour? Indifferent?)

COMMUNITY/SCHOOL BACKGROUND

4. What is the general attitude within the community to formal schooling?

(Positive? Negative? Mixed? Why?)

5. What is the general attitude within the community to girls attending school?

(Positive? Negative? Mixed? Why?)

6. What is the trend in school enrolments at the moment? Why?

(Low? High? Low but improving? Going down? For girls? Boys? Both?)

7. What are the main challenges the school is facing?

(Infrastructure? Teachers? Teaching materials? Community support?)

B. OPERATIONALISATION

THE FTTSS AND THE COMMUNITY

8. What is the general view within the community about the FTTSS? Why?

(Supportive – If so, how? Not supportive – why? Mixed views? Indifferent? Don't know about it?)

9. Have community views changed from when the idea of the FTTSS was first introduced to now when there is a new female teacher in the school? If so, how? Why?

10. In what ways have community members supported the FTTSS? Give examples.

(Encouragement? Financial help to trainees? Which community members, specifically?)

11. What is the SBMC's involvement with the FTTSS? What does this entail? At what stage in the programme?

(Raising money for the scholarship trainee? Awareness-raising about girls' education?)

12. What involvement (if any) does the SBMC have with UNICEF, government and/or NGOs regarding the FTTSS?

(At which stages of the process – during the application? In college? During teaching practice? After graduation? Who are the contact people in UNICEF? The LGEA, SUBEB etc.? What is the procedure? Meetings? Written reports?)

RECRUITMENT AND SELECTION

13. Has the SBMC or the wider community been involved in supporting women from the community to apply for the scholarship? If so, how?

(Encouragement? Talking to the education authorities? Financial help?)

14. What (if any) has been the SBMC or the community's involvement in the selection process?

(Lobbying government? Writing a letter of support?)

FTTSS GRADUATE

SCHOOL EXPERIENCE

15. How is the FTTSS graduate coping with the new job?

(Well? Having difficulties? Don't know?)

16. What kind of difficulties (if any) is she having?

(Classroom discipline? Lesson planning? Payment? Give examples)

17. Do pupils treat her in the same way or differently to male teachers?

(If differently, give examples.)

18. Do male teachers treat her in the same way or differently to other male colleagues?

(If differently, give examples. Ask about female colleagues, if there are any)

19. What support (if any) is the school, SBMC or the wider community giving the FTTSS graduate? Give examples.

20. What impact (if any) has the presence of a female teacher in the school had on female pupils?

(Enrolment? Attendance? Someone to talk to? No difference?)

21. What impact (if any) has the presence of a female teacher in the school had on the community?

(Positive? Negative – give details. If no impact, why not?)

22. *(If the FTTSS graduate is from that community)* What has been the impact of the scholarship programme on the FTTSS graduate herself?

C. FINAL REFLECTIONS

23. What ONE improvement would you recommend to improve the FTTSS?

24. What else can be done to help increase the number of female teachers?

25. What else can be done to encourage the participation of more girls in formal education, and to encourage their greater success in formal education?

Are there any questions you would like to ask me?

THANK YOU FOR YOUR TIME

Appendix 2.2: Write-up template for interviews and observations

Instrument no: (e.g. FTTSS I8)		Interviewer/observer:	
State:		LGEA:	
Community/village:		Institution/organisation: (e.g. SUBEB, LGA, UNICEF, CoE)	
Interviewee/observee: (e.g. FTTSS participant (trainee, dropout, graduate, teacher); SBMC chair; head teacher; Education Secretary etc.)		Gender of interviewee:	
Date of interview/observation:		Other info:	
ANALYTICAL THEMES		MAIN POINTS (<i>bulleted, in note form</i>)	QUOTES AND RESEARCHER COMMENTS
Advocacy, application and selection			
Finance and costs			
College experience	Academic (<i>including infrastructure, facilities, quality of instruction drawing on lecture observations and TP</i>)		
	Non-academic (<i>including infrastructure and facilities</i>)		
Retention and completion			

Deployment (numbers, percentages, locations, challenges)			
School experience	Conditions (including infrastructure, pupil numbers, learning materials etc.)		
	Quality of teaching (lesson structure, discipline, questions and feedback; overall impression)		
	Professional support (including mentoring, school/LGEA support)		
	Career aspirations		
Community impact			
Collaboration among actors (e.g. UNICEF, SUBEB and LGEA, CoE, school/communities)			
Alternatives to FTTSS to achieve GEP Output 4 (improved participation of women in providing education)			
Other points (related to research questions)			

Note that not all analytical themes will apply to all interviews and observations. For example, an observation of a College of Education lecture will probably only provide

information on 'college experience: academic'. The classroom observation will probably only provide information on 'school experience: conditions' and perhaps 'other points' if the teaching shows evidence of relevant training in college.

Appendix 2.3.1: CoE profile

Basic CoE information

Name of college/state	
General location of CoE (<i>e.g. by main road; in the city centre; out of town; near a market</i>)	
Distance from city centre	
Transport availability to city centre (<i>on or near campus</i>)	
Security (<i>How many entrances? How secure are they? Gates? Barriers? 24-hour guards? How well-lit (if at all) is campus at night?</i>)	

College infrastructure

General condition of college buildings and grounds	
General condition of classrooms/lecture theatres (<i>including furniture, desks, chalk board</i>)	
Library (<i>books, student accessibility e.g. hours, lending rights</i>)	
Computer facilities (<i>numbers, condition, student accessibility, training offered</i>)	
Electricity and reliability of power supply (<i>including generators</i>)	
Water sources on campus (<i>number and condition</i>)	
Clinic or medical facility, especially for maternal health issues (<i>accessibility, condition, hours</i>)	
Existence of mothers'/women's clubs	

Existence of a counselling service (opening hours)	
Other facilities for students with young children	
Toilet facilities (numbers, gender-segregated or communal, condition)	
Other facilities (e.g. prayer rooms, halls, cafeteria, snack kiosks, sports facilities)	

Accommodation

Amount & condition of hostel accommodation (Numbers of blocks? Rooms? Beds? Gender-segregated? Crowded/overcrowded?)	
Toilet and washing facilities (Number? Location? Gender-segregated? Condition?)	
Kitchen/cooking facilities (Number? Location? Condition?)	
Security (In hostel building? Guards – 24hr? Locks on bedroom doors? People coming and going? Electricity? Dark corridors?)	
Access (Distance from accommodation to lecture rooms and safety of journey between the two)	

Any other observations?

Appendix 2.3.2: FTTSS CoE student statistics form

CoE name	
----------	--

Student enrolments

2008/2009	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2009/2010	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2010/2011	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2011/2012	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

Student dropouts

(This include students that dropped out mid-year and did not re-register year on year)

2008/2009	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2009/2010	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2010/2011	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2011/2012	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

Students repeating the entire year

2009/2010	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2010/2011	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

2011/2012	Female		Male	TOTAL
	Female	FTTSS		
Year 1				
Year 2				
Year 3				
TOTAL				

Repeated courses

2009/2010	Female		Male	TOTAL
	Female	FTTSS		
Yr 1 (one course)				
Yr 1 (more than one)				
Yr 2 (one course)				
Yr 2 (more than one)				
Yr 3 (one course)				
Yr 3 (more than one)				
TOTAL				

2010/2011	Female		Male	TOTAL
	Female	FTTSS		
Yr 1 (one course)				
Yr 1 (more than one)				
Yr 2 (one course)				
Yr 2 (more than one)				
Yr 3 (one course)				
Yr 3 (more than one)				
TOTAL				

2011/2012	Female		Male	TOTAL
	Female	FTTSS		
Yr 1 (one course)				
Yr 1 (more than one)				
Yr 2 (one course)				
Yr 2 (more than one)				
Yr 3 (one course)				
Yr 3 (more than one)				
TOTAL				

Pre-NCE course (if offered)

Year	Female		Male	TOTAL
	Female	FTTSS		
2008/2009				
2009/2010				
2010/2011				
2011/2012				
TOTAL				

Appendix 2.3.3: FTTSS OR2 CoE lecture observation schedule

State:		Year of course:		Date:	
Subject:			Topic:		
Time:			Duration of lesson:		
Teacher initials:			Female/male:		
Total students on register:		No. of females:		No. of FTTSS:	
Attendance (<i>approx.</i>):		No. of females:		No. of FTTSS:	
				No. of males:	
				No. of males:	

Lecture room (*Size? Condition of chalkboard? Visible by all students? Furniture? Windows? What's on the wall?*)

Seating arrangements (*Location and condition of benches? Individual desks? Some outside? Overcrowded? Location of two focus FTTSS students*)

Student grouping (*According to gender? Who sits at the front, back and side, outside?*)

Textbooks and other materials such as pencils/pens, bags: (*Number? Who has/does not have and who shares? Especially focus on FTTSS students*)

Draw classroom/lecture room (*including student and lecturer positions in broad terms, chalkboard, windows, door. Mark two focus FTTSS*)

During the lesson, note the lecturer and student activities (and their timings), making comments in the third column, about the research issues noted below, especially in relation to the two focus FTTSS⁸ students.

Note also any critical incidents (examples of particular incidences of student discouragement, gender-differentiated behaviour, expectations, laughter, smiles, praise, language, abuse, rebuke, anger, etc.) and relevant QUOTES, and questions raised to ask about later.

Mins	L (lecturer) activity	St (student) activity	Researcher comments and quotes from L or sts
<i>E.g.</i> 1-5 5-10	<i>L waits</i> <i>L introduces topic</i>	<i>Sts drift in late (mix of female and male)</i> <i>Sts listen</i>	<i>5 sts arrive late. 1 Several sts checking mobile phone, including 1 FTTSS st</i>

Immediately after the lesson comment on the issues listed below, based on your overall impression of the lesson

Underline relevant responses and add notes as appropriate.

LECTURER ACTIVITY	
Main language of instruction (<i>and other languages</i>)	
Main teaching activities	<i>Lecture, whole-class question and answer, individual questions</i>
Content	<i>Practical, theoretical, a mix of theory and practice</i>
Amount of time lecturer spends talking	<i>Monologue/ slightly interactive/ very interactive</i>
Lecturer manner and voice	<i>Loud, soft, audible to all students</i>

	<i>Neutral tone, friendly, aggressive</i>
Use of board	<i>Used a lot, a little, not at all?</i>
Use of teaching aids	<i>Textbooks, handouts, visual aids – give examples</i>
Position of lecturer	<i>Fixed, moving around</i>
Use of questions (if any)	<i>Types of questions – closed or open, yes/no or wh-</i> <i>To class in general?</i> <i>To individuals (Females? Males? Both?)</i>
Feedback to sts	<i>Correction, praise, responding to or ignoring contributions, correction of work</i>
Response to student harassment, 'teasing'	<i>Action? Ignored it? Didn't notice? Give examples:</i>

STUDENT ACTIVITY (especially the two focus FTTSS students)	
Level of student understanding	<i>Low, moderate, high, difficult to say</i> <i>Which sts seemed to understand most?</i>
Student oral participation (e.g. answering / asking questions)	<i>Low, moderate, high</i> <i>Which sts?</i>
Student note-taking	<i>Did all, many, some sts take notes?</i> <i>Did the focus FTTSS sts?</i>
Student attentiveness	<i>Generally good, average, poor></i> <i>Which sts were inattentive?</i> <i>How? (e.g. checking phones)</i>
Student–student interaction (informal, e.g. borrowing books, pencils, chatting)	<i>Do females and males interact within or across gender groups?</i>
Student interaction between females and males <i>How do girls and boys seem to get on in class? And out of class?</i>	<i>Good relations, some problems, minimal contact, difficult to say. Give examples</i>
Any examples of 'teasing', bullying, harassment? (in, or entering/leaving class?)	

Appendix 2.3.4: FTSS school profile

School name:	State:	LGEA:
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A. This information is to be asked of the head teacher

Pupil enrolments

	Female	Male	Muslim	Christian	TOTAL
2013/2014					
2012/2013					
2011/2012					
2010/2011					

Staff

Head teacher

Initials:	F/M	First and other languages:	Religion:
Qualifications:			
No. of years in teaching:			
No. of years as a head teacher:			
No. of years in the present school:			

Teachers

Teacher qualifications: (No. of teachers with each qualification by gender):	Female	Male	Muslim	Christian	TOTAL:
Degree holders (only)					
Degree holders with NCE					
NCE holders					
Grade II					
Other unqualified					
TOTAL:					

Community and school

	Female	Male	Muslim	Christian	TOTAL
SBMC members:					
PTA members:					

B. This information is to be gathered from observations around the school.

Infrastructure and facilities

General condition of school buildings and grounds	
Security/fencing	
Administration rooms (<i>e.g. head teacher's office, staffroom; no. of rooms and condition</i>)	
Number of classrooms and condition	
Classroom furniture and chalk boards	
Any classes outside under shade?	
Water sources: (<i>number/condition</i>)	
Toilet facilities (<i>number, gender-segregated or communal, locked? condition</i>)	
Library	
Sports facilities	
Other facilities (<i>prayer rooms, hall, computer room, library</i>)	

Locality and community (*information obtained from questioning members of staff or the head teacher or community respondents*)

Town or village/ district / zone	
Population of local community	
Physical location of community (<i>proximity to main road, river, border, etc.</i>)	
Main community buildings/areas (<i>markets, places of worship, medical facilities etc.</i>)	
Availability of electricity, water	
Main health issues, illnesses	
Predominant religion(s)	
Main ethnic group(s)	
Main languages spoken	
Main parental/family occupation/income sources	
Periods when seasonal labour is in demand (<i>e.g. harvesting</i>)	

Appendix 2.3.5: FTTSS school classroom observation schedule

State:	LGEA:	School:
Teacher initials:	Observer:	Date:
Subject:	Topic:	
Time:	Duration of lesson:	
Total students on register:	No. of females:	No. of males:
Attendance:	No. of females:	No. of males:
Overage pupils in class (approx.):	No. of females:	No. of males:

Classroom (*Size? Condition of chalkboard – visible from back? Furniture? Windows? What’s on the wall?*)

Seating arrangements: (*Arrangement and condition of benches? Individual desks? Some outside? Overcrowded?*)

Pupil grouping (*According to gender, age, size? Who sits at the front, back and side, outside?*)

Textbooks and other materials, such as pencils/pens, bags: (*Number? Who has/does not have and who shares?*)

Draw classroom/lecture room (including student and teacher positions, chalkboard, windows, door). Use back of paper if insufficient space.

During the lesson, note the teacher and student activities (and their timings), making comments in the third column about the research issues noted below. If the space is not sufficient, use the back of the sheet.

Note also critical incidents (examples of particular incidences of student discouragement, gender-differentiated behaviour, expectations, language, abuse, support etc.) and relevant quotes, and questions raised to ask about later. T = teacher; P= pupils; Gs = girls; Bs = boys.

Mins	T (teacher) activity	P (pupil activity)	Comments/quotes
E.g. 1-5	<i>T introduces topic</i>	<i>Ps listen</i>	<i>3 boys at back playing around. 2 girls arrive late.</i>

Immediately after the lesson comment on the issues listed, below, based on your overall impression of the lesson. Underline, and add notes as appropriate.

TEACHER ACTIVITY	
Main language of instruction (<i>and other languages</i>)	
Main teaching activities	<i>Lecture, whole-class question and answer, choral repetition or drilling, individual questions.</i>
Amount of time teacher is talking	<i>Monologue, slightly interactive, very interactive</i>
Level of difficulty of the lesson	<i>Too easy, too difficult, about right, difficult to say</i>
Teacher's manner and voice	<i>Loud, soft, audible to all students Neutral tone, friendly, aggressive</i>
Use of board	<i>Used a lot/a little/not at all?</i>
Use of teaching aids	<i>Textbooks, visual aids – give examples</i>
Position of teacher	<i>Fixed, moving around</i>

Use of questions	<i>Types of questions – closed or open, yes/no or wh- To class in general? To individuals (Gs? Bs? Both?) Pointing to pupils/naming/shouting out?</i>
Feedback to pupils	<i>Correction, praise, responding to or ignoring contributions, correction of work</i>
Discipline	<i>Was the teacher able to maintain discipline? Who did the teacher discipline and how?</i>
Response to pupil teaching/bullying harassment	<i>Action? Ignored it? Didn't notice? Give examples</i>

PUPIL ACTIVITY	
Level of pupil understanding	<i>Low, moderate, high, difficult to say Which pupils seemed to understand most?</i>
Pupil participation (<i>e.g. answering/asking questions</i>)	<i>Low, moderate, high Which pupils?</i>
Pupil interruptions and 'teasing'	<i>Who interrupts? Who teases whom?</i>
Pupil behaviour	<i>Generally good, average, poor Which pupils misbehaved? How?</i>
Pupil-pupil interaction (<i>informal, e.g. borrowing books, pencils, chatting</i>)	<i>Do girls and boys interact within or across gender groups?</i>
Pupil interaction between females and males <i>How do girls and boys seem to get on in class? And out of class?</i>	<i>Well, some problems, minimal contact, difficult to say. Give examples</i>

(Underline). Overall, was there very little/some/a lot of evidence that the female teacher had been well trained for the job?

Appendix 2.4.1: Survey of FTTSS awardees (English)

PROJECT TITLE: Female Teacher Training Scholarship Scheme (FTTSS) study

OR2 FTTSS survey – to be administered to Yr 1, Yr 2 and Yr 3 students

We are here to ask about your experiences with the Female Teacher Training Scholarship Scheme (FTTSS), and to seek your opinions, concerns and suggestions for addressing challenges. Before answering any questions, please sign the consent form below.

I agree to take part in the above EDOREN research project, which has been approved by the Research Ethics Board of the Federal Government of Nigeria. I have had the research project explained to me and I understand that agreeing to take part means that I am willing to answer some questions in this survey.

I understand that all questionnaire responses will be anonymous and will be administered and collected by the researcher, and that I am under no obligation to answer any questions if I do not want to, without being penalised or disadvantaged in any way.

I understand that I am giving my approval for information that I have given to be used in the final report of the project, and in further related presentations and publications.

I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as strictly confidential.

Name: _____

Signature _____

Date: _____

Participant ID No:

We would be grateful if you could answer the following questions in either English or Hausa. This information will remain ANONYMOUS and CONFIDENTIAL, and will only be seen by researchers on the project.

Please do NOT write your name or consult anyone before completing this form.

1. PERSONAL INFORMATION

i. What is your age in years? -----	ii. What is your marital status? a. <input type="checkbox"/> Single/unmarried b. <input type="checkbox"/> Married c. <input type="checkbox"/> Widow d. <input type="checkbox"/> Divorcee
iii. How many children do you have? -----	iv. How many other dependents do you have? -----
v. What is your ethnicity? -----	vi. What is your religion? -----
vii. What languages do you speak? -----	

2. SCHOLARSHIP INFORMATION

i. What grades did you get in your Senior Secondary Certificate Examination? List the subjects and the grades: ----- -----	
ii. What year did you start your course? -----	iii. What year are you in now? a) <input type="checkbox"/> Year 1 b) <input type="checkbox"/> Year 2 c) <input type="checkbox"/> Year 3
iv. a) Have you repeated any courses? i. <input type="checkbox"/> Yes ii. <input type="checkbox"/> No b) How many courses have you repeated? ----- c) Name the courses you have repeated: ----- -----	

v. Who is funding your course?	
a. <input type="checkbox"/> SUBEB	d. <input type="checkbox"/> UNICEF
b. <input type="checkbox"/> LGA	e. <input type="checkbox"/> NGO (Please specify): -----
c. <input type="checkbox"/> LGEA	f. <input type="checkbox"/> Other (Please specify): -----

3. How did you first hear about the teacher scholarship programme (FTSS)?

- a. From relatives or friends
- b. From a school
- c. From an advertisement or poster
- d. From the radio
- e. From UNICEF staff
- f. From community or religious leaders
- g. From the LGA
- h. From the LGEA
- i. Other (please specify):

4. I joined the teacher scholarship programme (FTSS) because I wanted to:
(Tick a maximum of 2 boxes)

- a. become a teacher
- b. become a teacher in my village
- c. leave my village
- d. get a job and earn a living
- e. improve my qualifications
- f. help my village.
- g. Other (please specify):

5. The teacher scholarship programme (FTSS) is good because:
(Tick a maximum of 3 boxes)

- a. It covers my college fees
 - b. It enables me to buy books and learning materials
 - c. I get support and assistance at college
 - d. It will help me get a teaching job
 - e. It will help me get a good job
 - f. It helps increase the number of female teachers in rural schools
 - g. It helps increase the number of girls in rural schools
 - h. It improves the condition of rural women by enabling them to get jobs
 - i. Other (please specify):
-

6. What might prevent you from completing your course?

(Tick a maximum of 3 boxes)

- a. Nothing will prevent me from completing my course
 - b. If the scholarship funds are paid too late
 - c. If the scholarship funds are not enough to cover all my expenses
 - d. If my English language skills are not good enough
 - e. If the course is too difficult
 - f. I may get married before I complete my course
 - g. My husband/family may want me to return home
 - h. My childcare duties may prevent me from completing my course
 - i. Other (please specify):
-

COURSE INFORMATION

7. The things I most like about the NCE course are:

(Tick a maximum of 3 boxes)

- a. I do not like anything about it
 - b. There are a lot of useful books in the library
 - c. The lecturers are very helpful
 - d. The lecturers are very good at explaining things
 - e. The lecturers show us a lot of practical skills we can use in teaching
 - f. I am learning a lot about the theory of education
 - g. Students and lecturers are friendly with each other
 - h. I have improved my communication skills
 - i. It has improved my confidence
 - j. Other (please specify):
-

8. The things I most dislike about the course are:

(Tick a maximum of 3 boxes)

- a. There is nothing that I dislike about the course
- b. There are not enough good books in the library
- c. There are too many courses to pass
- d. The lectures are too crowded
- e. Lecturers are not good at explaining things

- f. Lecturers do not show us the teaching skills we need
 g. Lecturers are very harsh
 h. Learning in English is very difficult
 i. There is no one to ask for help with my studies outside the classroom
 j. Other (please specify):

9. What do you think would improve the course?

(Tick a maximum of 3 boxes)

- a. Increasing the number of lecturers
 b. Having fewer students in the lectures
 c. Improving the resources for our learning (laboratories, computers etc.)
 d. Increasing the number of books available
 e. Better preparation for teaching practice
 f. Extra lessons for scholarship (FTTSS) students
 g. More lessons on the English language
 h. Other (please specify):

LIFE AT THE COLLEGE OF EDUCATION

10. Life in college is good because I like:

(Tick a maximum of 2 boxes only)

- a. Meeting people from different areas and backgrounds
 b. Living away from my home/village
 c. Having more freedom
 d. Out-of-class activities, such as sports
 e. Social activities
 f. Other (please specify):

11. Life in college is difficult because:

(Tick a maximum of 4 boxes)

- a. It is expensive
 b. Accommodation on campus is overcrowded
 c. I don't have accommodation on the college campus
 d. Sanitation is inadequate
 e. Kitchen facilities are inadequate
 f. Health facilities are inadequate
 g. Childcare facilities are inadequate
 h. Security is inadequate
 i. Some lecturers harass female students
 j. Other staff members harass female students
 k. Some male students harass female students
 l. Some lecturers demand sexual favours from students
 m. There are not enough places for prayers or worship
 n. I have to travel a long distance (e.g. for teaching practice, or to reach

campus from my accommodation)

o. I have no friends to socialise with

p. Other (please specify):

12. Life in college would be better if there was:

(Tick a maximum of 3 boxes)

- a. More accommodation on campus
- b. Better sanitation
- c. Better kitchen facilities
- d. Better security
- e. More spaces for prayer and worship
- f. More spaces for socialising
- g. Better health facilities
- h. Better childcare facilities
- i. A strict code of conduct for lecturers
- j. Other (please specify):

13. i. Do you feel safe at college?

- a. Yes b. No

ii. If you answered 'No', why do you NOT feel safe?

(Tick all the boxes that apply)

- a. The college compound is not properly secured
- b. My accommodation on campus is not properly secured
- c. I do not feel safe in my accommodation at night
- d. The campus is not well lit at night
- e. Other (please specify):

CAREER ASPIRATIONS:

14. i) Do you intend to teach after your have graduated?

- a. Yes
- b. No
- c. I don't know

ii If you answered 'yes', how many years do you intend to teach after completing your course?

.....

15. i Do you know that as a scholarship programme student (FTTSS) you have to teach in a rural school for two years after graduation?

- a. Yes
- b. No

ii. Do you intend to teach in a rural school for two years after graduation?

- a. Yes
- b. No
- c. I don't know

16. What would prevent you teaching in a rural school for two years after graduation?

(Tick all the boxes that apply)

- a. I might get offered a better job
- b. It is a barrier to my marriage aspirations
- c. My family does not live in a rural area and I cannot live in a village on my own
- d. My family does not live in a rural area and I cannot travel daily to a village school
- e. I do not want to teach in a rural school
- f. I do not want to live in a rural area
- g. I am not allowed by my husband/family to teach in a rural school
- h. Other (please specify):

17. Is there anything else you would like to comment on?

THANK YOU FOR YOUR TIME

Appendix 2.4.:2 Survey of FTTSS awardees (Hausa)

LAKABIN BAHASI: Bahasin Shirin Horon Malamai Mata (FTTSS)

OR2 FTTSS survey – domin dalibai wadanda suke shekara ta daya da ta biyu da kuma shekara ta uku Mun zo ne mu tambayeki a kan abubuwan da kika riska a kan wannan shirin tallafin horar da malamai mata (wato FTTSS a takaice), kuma mu nemi jin ra’ayoyin ki da damuwan ki da kuma shawarwarin ki domin magance matsalolin. Kafin ki amsa wata tambaya, don Allah ki sa hannu a wannan takaradar amincewarki da ke biye.

Na yarda in bada gudummawa ta ga wannan bahasin EDOREN, wanda ya sami amincewar Hukumar Laduban Bahasi ta Gwannatin Tarayyar Nigeria. Na sami dammar an yi mini bayanin bahasin kuma na fahimci cewa yarda da bada gudummawa ta na nufin na yarda in amsa wasu daga cikin tambayoyin bahsain.

Na fahimci cewa za’ a sakaye sunana daga dukkan amsoshin tambayoyin sa’annan kuma mai tambayatada kuma tattara bayanan jami’in bahasine wanda ba lallaine in amsa dukkan tambayoyin ba idan bana son amsa su, kuma ba tare da an ladabtani ko an hanani wata dama ta ko wace hanya ba.

Na fahimci cewa ina bada amincewata da a yi amfani da bayanai da na bayar a cikin rihoton karshe na wannan bahasin, da kuma abubuwa kaddamarwa da wallafawa nan gaba dake da alaka da bahasin.

Na amince a sarrafa bayanai na kaina saboda manufofin wannan bahasin. Na fahimci za’ a riki wannan bayanan a matsayin bayanan sirri sosai.

Lambar mai gudummawa:

Suna: _____

Sa hannu: _____

Kwanan wata: _____

Zamuyi matukan godiya idan za ki amsa mana wadannan tambayoyi cikin Turanci ko Hausa. Za’ a SAKAYE SUNANKI daga bayanan sa’annan za’ a rikeshi a matsayin bayanan SIRRI, kuma sai jami’an wannan bahasin ne kawai za su ganshi. Don Allah kar ki rubuta sunanki ko ku tuntubi wani kafin amsa wannan tambayoyin.

1. BAYANAN KANKI

i. Shekarun ki nawa ne?

ii. Menene matsayin aurenki?

-----	a. <input type="checkbox"/> Ban taba aure ba b. <input type="checkbox"/> Ina da aure c. <input type="checkbox"/> Mijina ya rasu d. <input type="checkbox"/> Mun rabu da mijina
iii. 'Ya'yan ki nawa? -----	iv. Wasu wadanda suke karkashin kulawanki nawane? -----
v. Ke wanne yare ne? -----	vi. Wanne addinin kike bi? -----
vii. Wadanne harrusa (yare) kike iya Magana da su? -----	

2. BAYANAI AKAN TALLAFIN KARATU

i Wadanne matsayi kika samu a jarrabawrki ta kamala karaun babban sakandare? Rubuta darrusan da kuma matsayin da kika samu a ko wanne: ----- -----	
ii. A wace shekara kika fara kwos naki? -----	iii. A shekara ta nawa kike yanzu? a) <input type="checkbox"/> Shekara ta 1 b) <input type="checkbox"/> Shekara ta 2 c) <input type="checkbox"/> Shekara ta 3
iv. a) Shin akwai kwosakosan da kika fadi kika sake ne? i. <input type="checkbox"/> Eeh ii. <input type="checkbox"/> A'a b) Kwosakosai nawa ne kika sake? ----- c) Ambaci sunayan kwasakosan da kika sake: ----- -----	
iv. Waye ne ke daukan nauyin biyan kudin kwos naki?	
a. <input type="checkbox"/> SUBEB	d. <input type="checkbox"/> UNICEF
b. <input type="checkbox"/> LGA	e. <input type="checkbox"/> NGO (Don Allah ayyana): -----

c. <input type="checkbox"/> LGEA	f. <input type="checkbox"/> Wani daban (Don Allah ayyana): -----
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4. Ta yaya kika fara jin batun shirin tallafin horar da malamai mata (wato FTTSS)?

- a. Daga dangi da abokai
- b. Daga makaranta
- c. Daga tallace-tallace ko kasidun posta
- d. Daga radio
- e. Daga Jami'in Asusun Tallafawa Yara ta Majalisan Dinkin Duniya (UNICEF)
- f. Daga shugaban Al'umma ko na addini
- g. Daga karamar hukuma (LGA)
- h. Daga hukumar ilimi ta karamar hukuma (LGEA)
- i. Daga wanin daban (Don Allah ayyana):

4. Na shiga wannan shirin tallafin horon malamai mata (FTTSS) saboda ina son in:
(ki zabi gidan-dara kada sa wuce biyu)

- a. Zama malama.
- b. Zama malama a kauye na.
- c. Bar kauye na.
- d. Samu aiki domin gudanar da rayuwata.
- e. Kara kwarewa ta.
- f. Taimakawa kauye na.
- g. Wanin daban (Don Allah ayyana):

5. Shirin tallafin horon malamai mata (FTTSS) na da kyau saboda:
(ki zabi gidan-dara kada su wuce uku)

- a. Ya dauke min nauyin biyan kudin Kwaleji ta.
- b. Ya bani dammar sayen littatafai da sauran kayan karatu.
- c. Ina samun tallafi da taimako a Kwalegi.
- d. Zai taimaka min in samu aikin karantarwa.
- e. Zai taimaka min in samu aiki mai kyau.
- f. Yana taimakawa a sami karin yawan malamai mata a makarantun karkara.
- g. Yana taimakawa a sami karin yawan 'ya'ya mata a makarantun karkara.
- h. Yana kyautata zamantakewar matan karkara ta hanyar basu dammar samun aikin yi.
- i. Wanin daban (Don Allah Ayyana):

6. Menene zai iya hanaki kamala kwos naki?

(ki zabi gidan-dara kada su wuce uku)

- a. Babu abinda zai hana ni kamala kwos nawa.
 - b. Ana jinkirin biyan kudaden tallafin sosai.
 - c. Kudaden tallafin bazai isar mini dukkan bukatuna ba.
 - d. Turancina ya gaza abinda kwos din ke bukata.
 - e. Kwos din na da wuya sosai.
 - f. Tana yiwuwa in yi aure kafin in kammala .kwos din.
 - g. Mijina/mutanen gidanmu zasu so in dawo gida.
 - h. Ayyukan kulawa da yara zai iya hanani kamala kwos din.
 - i. Wasu dalilan daban (Don Allah ayyana):
-

BAYANAI AKAN KWOS

7. Abubuwan da nafi so game da wannan kwos din NCE sune:

(ki zabi gidan-dara kada su uku)

- a. Bana son komai tattare da kwos din.
 - b. Akwai dimbin litattafai masu amfani a cikin dakin karatun.
 - c. Malaman masu taimako ne kwarai.
 - d. Malaman sun iya bayyana abubuwa sosai.
 - e. Malaman suna nuna mana dabaru da dama a aikace wadanda zamu yi amfani dasu wajen karantarwa.
 - f. Ina koyon abubuwa da dama a kan hikayoyin ilimantarwa.
 - g. Daliban da malaman na da kyakkyawan dangataka da juna.
 - h. Na kara kyautata dabarun sadarwa na.
 - i. Ya kara kyautata mini kwarjini na.
 - j. Wani daban (Don Allah ayyana):
-

8. Abubuwan da na fi ki game da wannan kwos din:

(ki zabi gidan-dara kada su wuce uku)

- a. Ba abinda na ki tattare da kwos din.
 - b. Babu isassun litattafai masu kyau a dakin karatun.
 - c. kwosakosan da ake bukatan a ci suna da yawa.
 - d. Azuzuwan na cika fiye da kima
 - e. Malaman basu iya bayyana abubuwa sosai ba.
 - f. Malamn basu koya mana dabarun karantarwanda muke bukata.
 - g. Malaman suna da tsanantawa dayawa.
 - h. Koyon turanci nada matukar wuya.
 - i. Ba wanda zan nemi taimako a kan karatuna a wurinsa bayan na fice daga aji.
 - j. Wani daban (Don Allah ayyana):
-

9. A tunaninki, menene zai kara kyautata kwos din?

(ki zabi gidan-dara kada su wuce uku)

- a. A kara yawan malamai.
 - b. Samar da dalibai kadan a aji.
 - c. kyautata mana kayayyakin koyarwa (kamar dakunan bincike, na'urori masu kwakwalwa, da sauransu.)
 - d. Kara mana yawan litattafai da muke da su.
 - e. Kara inganta mana shirin fita karantarwa na gwaji.
 - f. Karin darrusa wa daliban tallafin (FTTSS).
 - g. Karin darrusa na harshen Turanci.
 - h. Wani daban (Don Allah ayyana):
-

RAYUWA A KWALEJIN HORON MALAMAI

10. Rayuwa a kwalejin na da dadi domin in son:

(Ki zabi gidan-dara 1 ko 2 KACAL)

- a. Haduwa da mutane daga wurare da fannoni daban-daban.
 - b. Rayuwa nesa da gida/kauye.
 - c. Samun karin 'yancin kaina.
 - d. Harkokin wajen aji kamar wasannin motsa jiki.
 - e. Harkokin zamantakewa.
 - f. Wani daban (Don Allah ayyana):
-

11. Rayuwa a cikin kwalejin na da wuya domin:

(ki zabi gidan-dara kada su wuce hudu)

- a. yana da tsada.
 - b. Wurin kwanan dalibai a kwalejin yayi cunkoso sosai.
 - c. Ba ni da wurin kwana a kwalejin.
 - d. Babu isasshen tsabtacewar muhalli.
 - e. Kayan aikin girki basu wadata ba.
 - f. Kayakin kiwon lafiya basu wadata ba.
 - g. kayan kula da yara basu wadata ba.
 - h. Samar da tsaro bai wadata ba.
 - i. Wasu malaman suna muzguna wa dalibai mata.
 - j. Wasu maikatan daban suna muzguna wa dalibai mata.
 - k. Wasu dalibai maza suna muzguna wa dalibai mata.
 - l. Wasu malaman suna bukatan lalata da dalibai mata.
 - m. Babu isassun wuraren salla ko bautan Allah.
 - n. Dole ne in yi tafiya mai nisa (misali, zuwa karantarwa na gwaji, ko zuwa makaranta daga wurin kwana na).
 - o. Bani da abokai da zan yi hulda da su.
 - p. Wani daban (Don Allah ayyana):
-

12. Rayuwa a cikin kwalejin zai kara kyautatuwa idan da akwai:

(ki zabi gidan-dara kada su wuce uku)

- a. Karin wurin kwanan dalibai a makaranta.
 - b. Ingattacen tsabtar muhalli.
 - c. Ingattacen kayan aikin girki.
 - d. Ingattacen tsaro.
 - e. Karin wuraren sallah da bautan Allah.
 - f. Karin wuraren huldan zamantakewa.
 - g. Ingattacen wuraren kiwon lafiya.
 - h. Ingattatun kayan kula da yara.
 - i. Tsurara ka'idojin dabi'u na malamai.
 - j. Wani daban (Don Allah ayyana):
-

13. i. Kina jin kin aminta a kwalejin?

- a. Eeh
- b. A'a

ii. Idan kin amsa 'A'a', Menene dalilin da ya sa ba ki jin kin aminta?
Ki zabi dukkan wadanda suka dace

- a. Harabar kwalejin bashida kyakkyawan tsaro.
 - b. Wurin kwana na a makarantar bashida kyakkyawan tsaro.
 - c. Bana jin na aminta a wurin kwanana da daddare.
 - d. Harabar makarantar bashida wadataccen haske.
 - e. Wani daban (Don Allah ayyana):
-

BURIN AIKI:

14. i) Kina da niyyar karantarwa bayan kin kamala karatun ki?

- a. Eeh
- b. A'a
- c. Bansaniba

ii. Idan amsar ki 'Eeh' ne, shekaru nawane kika yi niyyar ki karantar bayan kin kamala kwos naki?

.....

15. i. Shin kin san cewa a matsayinki na dalibar shirin tallafin FTTSS, lallai ne ki karantar a makarantar kauye na tsawon shekaru biyu bayan kin kamala karatunki?

- a. Eeh
- b. A'a

ii. Shin kin yi niyyar karantarwa a makarantar kauye na tsawon shekaru biyu bayan kin kammala karatunki?

- a. Eeh
- b. A'a
- c. Bansaniba

16. Menene zai hana ki karantarwa a makarantar kauye na tsawon shekaru biyu bayan kammala karatunki?

Ki zabi dukkan wadanda suka dace

- a. Mai yiwuwa ne a bani aikin da ya fishi.
- b. Zai yanke mini burina na yin aure
- c. Mutanen gidanmu basu zama a kauye, kuma ni bazan iya zama a kauye zaman kaina ba.
- d. Mutanen gidanmu basu zama a kauye, kuma ni bazan iya zuwa makarantar kauye a kullum ba.
- e. Bana son karantarwa a makarantar kauye.
- f. Bana son zama a kauye.
- g. Mijina/mutanen gidanmu ba za su barni in karantar a makarantar kauye ba.
- h. Wani daban (Don Allah ayyana):

17. Shin akwai wani abin da kike son ki yi sharhi a kai?

MUN GODE DA BAMU LOKACINKI

Appendix 3: Research brief and consent form

Appendix 3.1: Research brief (English)

OR2 research brief for the Female Teacher Training Scholarship Scheme (FTTSS) research project

In recent years there have been concerted efforts to increase female participation in schooling in northern Nigeria. One of the strategies has been the Female Teacher Trainee Scholarship Scheme (FTTSS). This scheme aims to increase the number of female teachers in rural areas by awarding scholarships to selected women from villages to train for the National Certificate in Education (NCE) at a state college of education on condition that they teach in a rural school for a minimum of two years upon completion of their training. The scheme was initially established in 2008 in four northern states, Bauchi, Katsina, Niger and Sokoto, and has recently been initiated in Zamfara State. The project is jointly funded and implemented by the Federal Government of Nigeria, the relevant State governments and selected LGEAs within the respective states in conjunction with the Girls Education project (GEP), carried out by UNICEF and funded by DfID (the Department for International Development, UK government).

Since the first trainees have recently graduated from their respective colleges of education and it is envisaged that the scheme may be further expanded, it is an appropriate moment to take stock of what the scheme has achieved, identify its successes, challenges and difficulties, and make recommendations for the way forward. For this purpose, EDOREN (Education Data, Research and Evaluation Nigeria) is carrying out a research project on the FTTSS.

Methodology

The study will be using a mixed-methods approach, but with an emphasis on qualitative research that focuses on the experiences of the awardees. The research also has an important capacity-building component, which entails UNICEF-sponsored personnel from the target states conducting research by working alongside more experienced Nigerian and international researchers.

Methods

Secondary data

Basic statistical data will be gathered on the trainees in all five participating states, including enrolment numbers by year, dropout and completion rates. In addition, more detailed information on the trainees will be gathered on the FTTSS awardees from the two target states to allow for closer analysis of issues regarding uptake, quality, student experiences of the scheme and 'value for money' for the funders.

Primary data

Primary data will be gathered within Bauchi and Niger states in several locations and by various methods:

At the state level:

- Interviews with relevant State Universal Basic Education Board (SUBEB) staff and UNICEF staff who have been involved in the implementation of the FTTSS.
- Interviews with personnel at the state Colleges of Education.
- A look around College of Education facilities.
- Interviews with current FTTSS awardees, including some who have dropped out of the scheme.
- A survey of current FTTSS awardees.
- Observations of College of Education classes that include FTTSS students.

At the LGEA level:

- Interviews with relevant LGEA/Local Government Authority (LGA) officers in one participating LGEA.

At the school/community level, in three schools where a FTTSS awardee has been posted:

- A look around the school.
- Interviews with the former FTTSS awardee who is now teaching, and observations of their teaching.
- Interviews with school staff and community members.

Dissemination

A research report will be produced by EDOREN for UNICEF Nigeria and DfID and feedback workshops will be held with GEP and the relevant state and LGEA personnel, with a view to improving the operation of the FTTSS. Other dissemination activities may be identified as the research progresses.

Research team and dates

This operational research project is being carried out from November 2013–July 2014, focusing on Bauchi and Niger states. The country director for EDOREN is Professor Oladele Akogun, of the Federal Technical University, Yola, Adamawa State, who is working jointly with Professor Máiréad Dunne, of the Centre for International Education, University of Sussex, UK. They will lead a team of Nigerian and international researchers, which will include two Nigerian contract researchers and UNICEF or UNICEF-sponsored personnel from each state.

For further information on the research project, and on EDOREN activities more generally, contact: Chidi Ezegwu, Research Officer, EDOREN: chidi.ezegwu@edoren.org, T: + 234 (0)7066849390.

Appendix 3.2 Research brief (Hausa)

TAKAITACCEN BAYANIN BAHASI A KAN SHIRIN TALLAFIN HORON

MALAMAI MATA.

A ‘yan shekarun baya-bayan nan ana tsananta kokarin domin samun karuwan shiga mata a harkar ilimin makarantu a Arewacin Nigeria. Daya daga cikin matakan da aka dauka shine shirin tallafin horon malamai mata (wanda aka fi sani da FTTSS). Wannan shirin yana da kudurin kara yawan malamai mata a karkara ta hanyar bada tallafi ga zababun mata daga karkara domin horar da su su sami shedar karatun malanta ta kasa (wato NCE) a kwalejin horon malamai ta Jiha bisa sharadin za su yi koyaswa a makarantar kauye na tsawon a kalla shekaru biyu bayan sun kammala karatunsu. Da farko, an kaddamar da shirin ne a shekarar 2008 a jihohi hudu na arewa, wato Bauchi, Katsina, Niger da kuma Sokoto, Kuma a baya-bayan nan an kaddamar dashi a jihar Zamfara. Shirin na samun kudade da kuma gudanarwa ne ta hadin gwuiwan gwamnatin tarayyan Nigeria, da gwamnatojin jihohin da abin ya shafa da kuma maikatar ilimantarwa a kananan hukumomin da aka zaba cikin jihohin tare da hadin gwuiwan shirin ilimantar da ‘ya’ya mata [wato Girls Education project (GEP)] wanda hukumar yara ta majalisin dinkin duniya (wato UNICEF) take gudanarwa tare da tallafin kudi daga DfID (wato sashen ci-gaban kasa-da-kasa na gwamnatin trayyar Britaniya).

Tunda daliban farko sun kamala karatunsu a kwalejojin su cikin ‘yan kwanakin nan, sa’anan kuma ana ganin akwai yiwuwar fadada shirin, yanzu lokaci ne day a dace a bi bahasin abubuwan da shirin ya samar, a gano nasarorinsa, da abubuwan dake kalubalantarsa da kuma matsalolinsa, sa’anan a gabatar da shawarwarin ci-gaba. Saboda wannan ne EDOREN (wato Education Data, Research and Evaluation Nigeria) ke gudanar da wannan bin bahasi a kan FTSS.

Salon aiwatar da bahasin

A wannan bahasin za ‘a yi amfani da amfani da salon tattara bayanai daban-daban, amma za’ a fi bada himma ne ga hanyar tattara bayanai daga hirarraki da nazari masu zurfi wanda zai maida hankali a kan gogewar wadanda suka ci moriyar tallafin. Bahasin na da bangare mai muhimmanci na horarwa a yayinda jamia’ ai daga jihohin da abin ya shafa, wadanda UNICEF ta dauki nauyinsu za su yi aikin bahasin tare da kwararrun jami’an bahasi daga gida Nigeria da kuma kashen waje.

Salon Bahasin

Bayanai daga samammun kididdiga

Za’ a tattara bayanan kididdiga a kan daliban FTTSS a dukkan jihohi biyar da ke gudanar da shirin. Dadin dadawa, za’ a zafafa tattara bayanai a kan daliban FTTSS a zababun jihohi biyu domin samun dammar nazari mai zurfi akan al’amura wanda suka hada da daukuwan shirin, ingancin shirin, ababen da dalibai suka riska daga shirin, sa’anan kuma masu daukan nauyin shirin su gane ko kwalliya tana biyan kudin sabulu.

Bayanai daga asali

Bayanai daga asali za’ a tattarosu ne daga wurare daban-daban cikin jihohin Bauchi da Niger ta hanyar amfani da dabaru daban-daban.

A mataki na jiha:

- Za'a yi hirarraki da wadnda suka dace cikin jami'an hukumar bada ilimi na bai-daya ta jiha (wato: SUBES)/ma'aikatar ilimi ta jiha (wato SME) da kuma jami'an UNICEF wadanda suka taka rawa a ckin gudanarwar FTTSS.
- Za'a yi hirarraki da jami'ai a kwlejojin horon malami ta jiha.
- Za'a zaga a dubi kayayyakin aiki kwalejojin horon malaman.
- Za'a yi hirarraki da wadanda suke cin gajiyar wannan tallafin a yanzu haka, har ma da wadanda suka fasa suka fice daga shirin.
- Za'a tattara bayanai na wadanda ke cin gajiyar shirin a yanzu haka.
- Za'a sa ido a yi nazarin ajujuwan kwalejojin horar da malamai wanda ke d daliban FTTSS a ckik.

A matakin ma'aikatar ilimi ta karamar hukuma

- Hirarraki da jami'an da suka dace daga ma'aikatar ilimi ta karamar hokum ko kuma karamar hukuma (LGEA/LGA) a daya daga cikin kananan hukumomin dake gudanar da shirin.

A mataki na makaranta/Anguwa a makrantu uku wadanda aka tura daliban FTTSS.

- Za'a garzaya a dubin makarantar.
- Hirarraki da tsafaffin daliban FTTSS wadanda suke karntarwa a yanzu. Kuma za'a dubi karantarwansu.
- Za'a yi hirarraki da jamian makarantar da kuma mutanen anguwa

Yadawa

EDOREN zata wallafa rahoton bahasin wa UNICEF Nigeria da kuma DfID kuma za'a yi taron karawa juna sani tare da GEP da kuma wadnda suka dace a cikin jami'an jihad a na kananan hukumomi da zimman kara inganta harkokin gudanarwa na FTTSS. Za'a kara gano wasu hanyoyin yada bayanai a yain da a ke ci gaba da bahasin.

Jami'an Bahasin da kuma Kayyade lokaci

Ana gudanar da wannan bahasin ne daga watan Nuwamba na 2013 zuwa watan Yuli na 2014 tare da maida hankali a kan jihar Bauchi da Niger. Darektan EDOREN na kasa shine Professor Oladele Akogun, na Jami'ar Fasaha ta Modibbo Adama dake Yola, Adamawa State wanda yake aiki tare da Professor Máiréad Dunne, na cibiyar ilimantarwa na kasa-da-kasa na Jami'ar Sussex, UK. Zasu jagoranci tawagar jami'an bahasin daga Nigeria da kuma kasashen waje wanda zai kunshi jami'an bahasi na kwantraki biyu daga Nigeria da kuma jami'in UNICEF ko wanda UNICEF ta dauki nauyin sa/ta daga ka wace Jiha.

Domin neman karin bayani a kan wannan bahasin, da kuma a kan ayyukan EDOREN bakidaya sai a tuntubi Chidi Ezegwu, Research Officer, EDOREN: chidi.ezegwu@edoren.org, T: + 234 (0)7066849390.

Appendix 3.3 Consent form (English)

PROJECT TITLE: Female Teacher Training Scholarship Scheme (FTTSS) study

I agree to take part in the above EDOREN research project, which has been approved by the Research Ethics Board of the Federal Government of Nigeria. I have had the project explained to me and I have read and understood the Research Brief, which I may keep for my records. I understand that agreeing to take part means that I am willing to:

- Be interviewed by the researcher.
- Allow the interviewer to record the interview so that they can better concentrate on what I am saying and make more accurate notes from the recording later. (Nobody outside the research project will hear the recording.)
- Answer some questions in a survey (if I am an FTTSS awardee).
- Be observed in class by the researcher (if I am an FTTSS awardee or a lecturer at the college of education).
- Allow the researchers to have access to my academic records (if I am an FTTSS awardee).
- Allow researchers access to institutional buildings, e.g. classrooms, libraries, sanitation facilities, accommodation (if I am the school head teacher or provost/deputy provost of the college of education).

I understand that any information I provide is confidential, and that every step will be taken to protect the identification of any individual in the reports on the project, either by the researcher or by any other party. For example, I understand that all questionnaire responses will be anonymised and will be administered and collected by the researcher. Similarly, all interviewees will have their responses anonymised and in the case of group interviews, all other participants will be urged to respect the confidentiality of their fellow interviewees.

Pseudonyms will be used to protect the names of the sample LGEA and the schools involved. Although it may not be possible to protect the identity of the college of education, care will be taken not to attribute any particularly sensitive information to one particular state.

I understand that I have given my approval for information that I have given to be used in the final report of the project, and in further related presentations and publications.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as **strictly confidential**.

Name: _____

Signature _____

Date: _____