

Table A1: Teacher Absence

	All	Kenya	Mozambique	Nigeria	Senegal	Tanzania I	Tanzania II	Togo	Uganda
Absence from class (%)	44	48	56	23	31	53	47	40	57
Absence from school (%)	23	15	45	17	16	23	15	23	28
No. of teachers	16543	2311	991	2968	1222	1740	3518	776	3017
Scheduled teaching time	5h 27m	5h 36m	4h 21m	4h 43m	4h 36m	5h 47m	5h 55m	5h 24 m	7h 13m
Time spent teaching	2h 46m	2h 31m	1h 43m	3h 10m	3h 5m	2h 32m	2h 56m	3h 9m	3h 2m
No. of schools	2001	238	200	435	145	176	344	144	319
Orphaned classrooms (%)	33	38	31	26	-	-	36	24	45
No. of schools	1647	234	150	430	-	-	392	127	314

Notes: The table reports the absence rate for all teachers in government school, the scheduled teaching time, actual teaching time, and share of orphaned classrooms for all government schools. All individual country statistics are calculated using country-specific sampling weights. The average for all countries, reported under the heading “All” is taken by averaging over the country averages. Teachers are marked as absent from school if during the second unannounced visit, they are not found anywhere on the school premises. Otherwise, they are marked as present. Teachers are marked as absent from class if during the second unannounced visit, they are absent from school or present at school but absent from the classroom. Otherwise, they are marked as present. The scheduled teaching time is the length of the school day minus break time. Time spent teaching adjusts the length of the school day by the share of teachers who are present in the classroom, on average, and the time the teacher spends teaching while in the classroom. The orphaned classrooms measure is the ratio of the classrooms with students but no teacher to the number of classrooms with students with or without a teacher (not collected for the pilot countries).

Table A2: Teachers' Content Knowledge: Minimum Thresholds

Percentage (%) of teachers with ...	All	Kenya	Mozambique	Nigeria	Senegal	Tanzania I	Tanzania II	Togo	Uganda
Subject knowledge: Language									
80% of knowledge equivalent to a 4 th grader	66	94	73	26	81	60	49	57	90
Minimum knowledge	7	34	0	0	6	0	1	0	16
No. of teachers	3770	633	315	681	188	97	697	604	555
Subject knowledge: Maths									
Minimum knowledge	68	93	50	51	75	78	79	49	70
No. of teachers	3957	632	312	691	188	91	858	604	581

Notes: The table reports minimum content knowledge indicators for teachers in grade 4 or who taught grade 3 in the previous year in government schools. Language knowledge is computed for teachers teaching language, and mathematics knowledge is computed for teachers teaching mathematics. All individual country statistics are calculated using country-specific sampling weights. The average for all countries, reported under the heading "All," is taken by averaging over the country averages. A language teacher is defined as "mastering" the student curriculum if he/she scores at least 80 percent on the tasks covered in the language curriculum up to grade 4. A language teacher is defined as having minimum knowledge for teaching if he/she scores at least 80 percent on the grammar, Cloze test, and correcting a student's composition task of the language assessment. A mathematics teacher is defined as having minimum knowledge for teaching if he/she scores at least 80 percent on the tasks covered in the math curriculum up to grade 4. (So, for mathematics, the two measures—minimum knowledge and 80 percent of knowledge equivalent to a fourth grader, are the same; for language, they are different.)

Table A3: Teachers' Performance on Specific Item Groups of Knowledge

	All	Kenya	Mozambique	Nigeria	Senegal	Tanzania I	Tanzania II	Togo	Uganda
Language (<i>score out of 100</i>)									
Spelling task ^a	86	-	-	-	-	86	-	-	-
Grammar task	79	92	79	58	89	83	71	72	88
Cloze task	44	66	37	34	42	32	52	27	59
Correct composition task	26	50	9	17	35	10	21	25	41
Number of teachers, Language	3,770	633	315	681	188	97	697	604	555
Math (<i>percent of teachers</i>)									
Can add double digits	91	98	82	82	97	98	96	75	98
Can subtract double digits	76	88	59	59	92	93	84	60	76
Can multiply double digits	68	87	44	50	89	88	67	49	67
Can solve simple math story problem	55	86	17	30	91	73	47	30	66
Understands a Venn diagram ^b	31	56	12	21	-	-	31	13	54
Can interpret data in a graph ^b	11	40	3	4	-	-	5	5	8
Can solve algebra	35	74	3	12	31	61	47	8	42
Can solve difficult math story problem ^c	15	-	-	-	7	22	-	-	-
Number of teachers, Math	3,957	632	312	691	188	91	858	604	581

Notes: The table presents scores on Language tasks, and the percentage of teachers able to perform various math tasks, for teachers in government schools teaching grade 4 or who taught grade 3 in the previous year. Language knowledge is computed for teachers teaching language, and mathematics knowledge is computed for teachers teaching mathematics. All individual country statistics are calculated using country-specific sampling weights. The average for all countries, reported under the heading "All," is taken by averaging over the country averages. (a) Question was asked only in Tanzania (2010). (b) Percentage of teachers who got both questions related to this task correct. (c) Question was asked only in Senegal and Tanzania (2010).

Table A4: Pedagogical Knowledge and Skills

	All	Kenya	Mozambique	Nigeria	Tanzania II	Togo	Uganda
<i>Panel A: Pedagogical knowledge</i>							
Minimum general pedagogy knowledge (% of teachers)	11	18	3	1	36	3	4
Factual text comprehension (score out of 100)	47	65	23	24	78	39	50
Formulate aims and learning outcomes (score out of 100)	23	41	12	11	41	17	18
Number of teachers	4,799	893	324	769	1264	604	945
<i>Panel B: Assessing students</i>							
Minimum knowledge assessing students (% of teachers)	0	0	0	0	0	0	0
Formulate questions to check understanding (score out of 100)	23	55	12	5	52	10	6
Formulate questions to apply to other contexts (score out of 100)	7	4	8	3	15	7	4
Assessing students' abilities (score out of 100)	19	39	10	8	17	15	24
Evaluating students' progress (score out of 100)	12	26	5	5	20	6	9
Number of teachers	4,799	893	324	769	1264	604	945
<i>Panel C: Skills and practices in the classroom (% of teachers)</i>							
Introduce and summarize topic of the lesson	41	62	16	55	46	36	30
Lesson appears planned to enumerator	64	75	71	60	67	74	37
Ask a mix of lower and higher order questions	31	31	14	36	32	30	44
Give positive feedback, praise, corrects mistakes	52	70	32	43	59	35	75
Engages in all of the above practices	8	17	1	10	12	3	5
Number of teachers (classrooms)	1,551	181	197	428	338	140	267

Notes: Panel A reports on minimum general pedagogical knowledge and scores on specific pedagogical tasks for teachers in government schools in grade 4 or who taught grade 3 in the previous year. A teacher is defined as having minimum knowledge of general pedagogy if the teacher scores at least 80 percent on the tasks that relate to general pedagogy (factual text comprehension and being able to formulate learning outcomes and lesson aims). Panel B reports minimum pedagogical knowledge in assessing students as well as scores on specific pedagogical tasks for teachers in government schools in grade 4 or who taught grade 3 in the previous year. A teacher in any subject is defined as having minimum knowledge for assessing students if they score least 80 percent on the tasks that relate to assessment (comparing students' writing and monitoring progress among a group of students). Panel C presents teacher skills and practices in the classroom in government schools in grade 4. All individual country statistics are calculated using country-specific sampling weights. The average for all countries, reported under the heading "All," is taken by averaging over the country averages. All scores are computed for teachers teaching either subject.