



Basic Education Profile for North-Central Nigeria

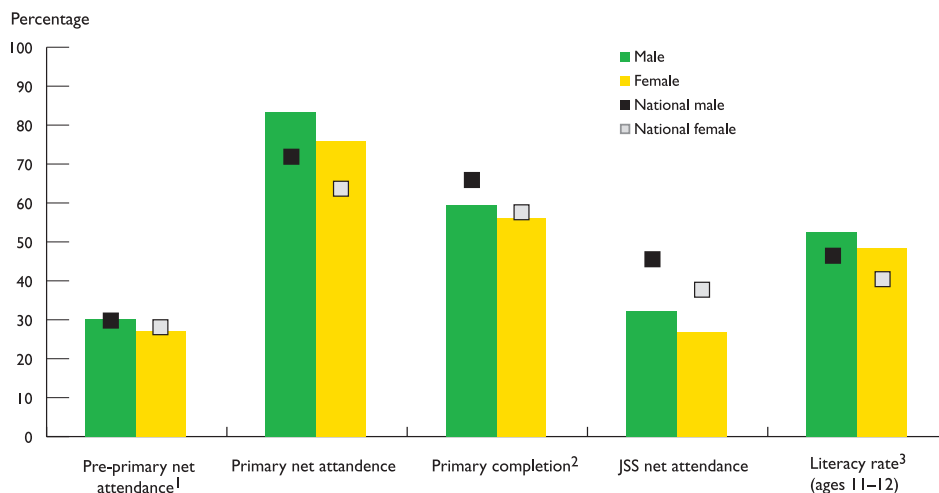
Benue, F.C.T., Kogi, Kwara, Nasarawa, Niger, and Plateau States



BASIC EDUCATION OVERVIEW

This overview provides information on basic education in North-Central Nigeria, with indicators on attendance at three school levels, primary school completion, and literacy rates. Of school-age children (ages 6–16) 33 percent are Muslims; 13 percent of these go to only Qur’anic school, which does not provide formal

subject teaching. The region’s performance is better than the national average on primary net attendance and literacy, but poorer on primary completion and junior secondary school (JSS) net attendance. The gender disparity in the North-Central is slightly less severe than it is nationally.



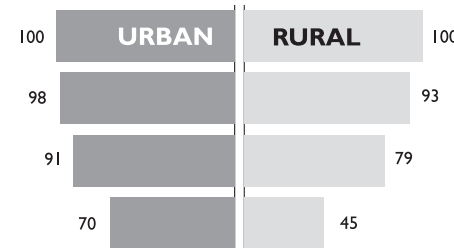
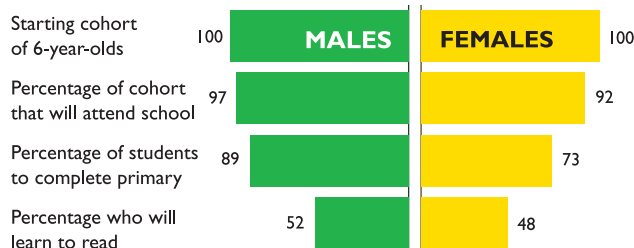
Source: EPDC extraction from DHS 2003 dataset

1. Pre-primary attendance is the percentage of children aged 6–11 who reported having entered school and who had attended pre-primary.
2. Primary completion rate is the number of children in the last year of primary school as a percentage of the population of 11-year-olds.
3. Literacy rate is the percentage of children aged 11–12 who can read a partial or whole sentence.

LEARNING PYRAMID: ACHIEVEMENT AND LOSSES IN PRIMARY SCHOOL

The learning pyramid shows the proportion of 6-year-olds likely to attend and complete primary school and to be able to read a simple sentence by 12 years of age. There is gender disparity on completion of primary education (female 73 percent, male 89 percent) and more students will complete primary education in

urban areas (91 percent) than rural ones (79 percent). Despite relatively high school entrance rates, many students are still illiterate by age 12 (male 48 percent, female 52 percent, rural 45 percent). Programs to improve quality are needed to raise literacy and completion rates.

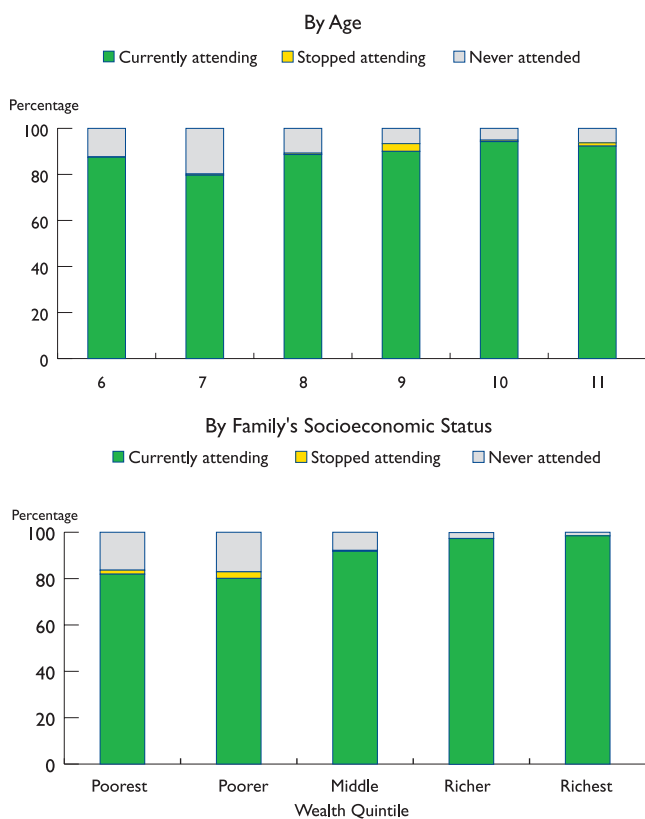


Source: EPDC extraction from DHS 2003 survey dataset

SCHOOL ATTENDANCE STATUS

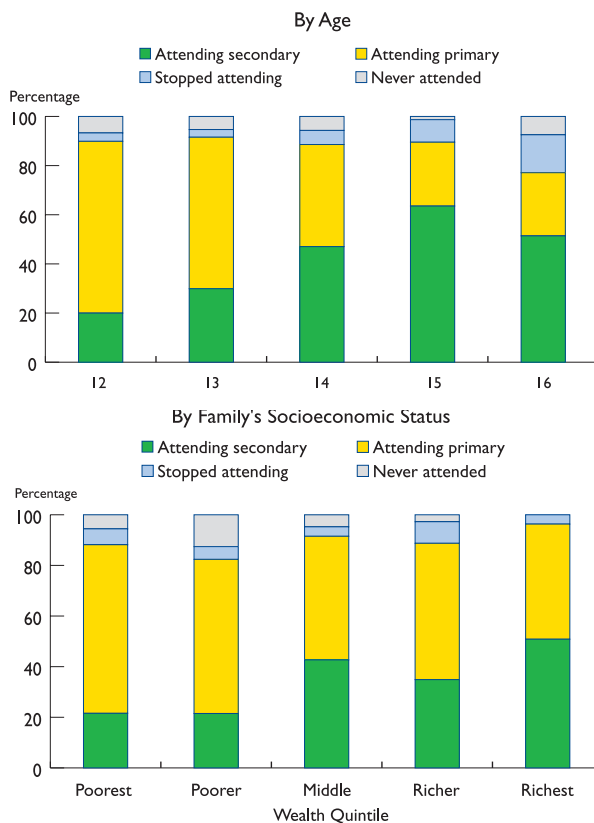
Primary School-Age Children

By age 6, most children in this region have entered school. Very few drop out before age 11. Wealth is a clear determinant of school attendance: the never-attended and dropout rates for 6- to 11-year-olds in the poorest 40 percent of the population are 2–3 times as high as for children in wealthier households.



Secondary School-Age Children

School attendance is high (over 80 percent) for children ages 12–16—the official secondary school ages—but many young teenagers are over-age primary school students; this is a problem for households of all income levels. By age 16, more students have left school.

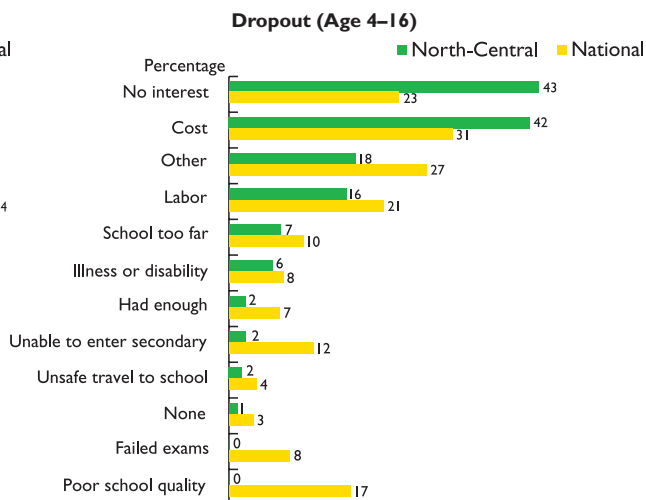
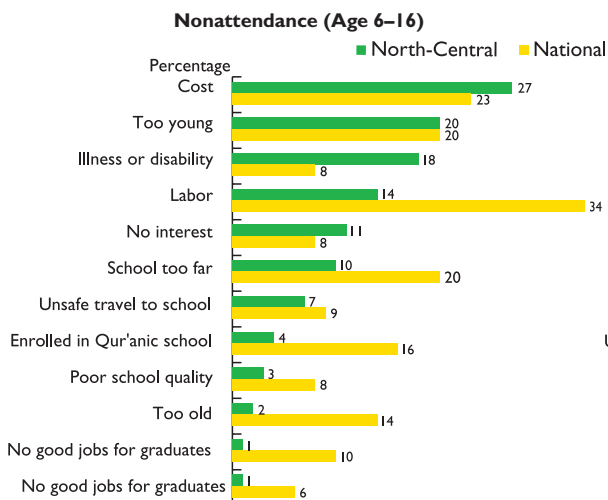


Source: EPDC extraction from DHS 2003 survey dataset. Note: Data on attendance are based on formal education figures.

FACTORS AFFECTING NONATTENDANCE AND DROPOUT

The most important reasons for never having attended school in the region are costs, being considered too young, and illness/disability. Two of the strongest reasons for dropout—both higher

than the national average—are costs of education and lack of interest in schooling.

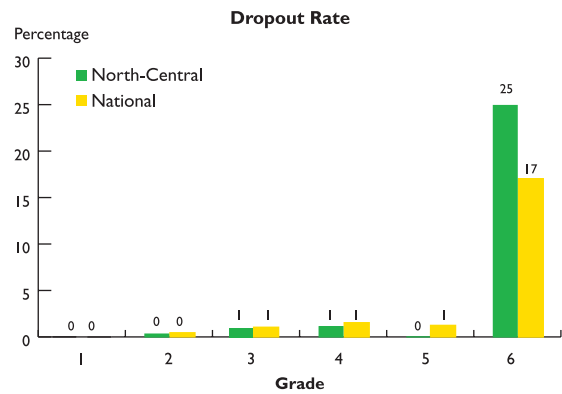
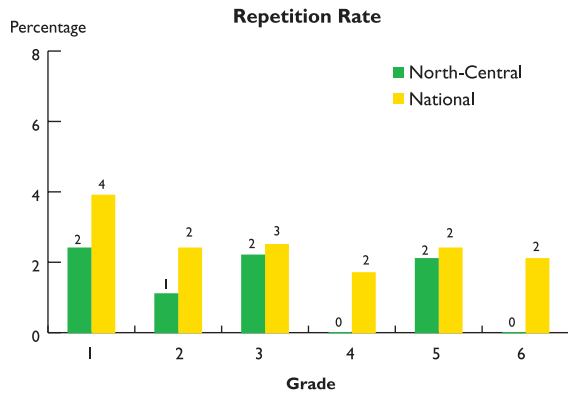


Note: For information on survey sample, see page eight. Source: DHS EdData Survey 2004

EFFICIENCY: REPETITION AND DROPOUT RATES IN PRIMARY SCHOOL BY GRADE

Repetition rates are overall slightly lower in this region than nationwide, and dropout rates are low in grades 1–5. However, an alarmingly high percentage of children leave school at the end of

primary school— 25 percent, compared to the national average of 17 percent. It may be that children fail the end-of-primary school exam and leave school instead of repeating grade 6.



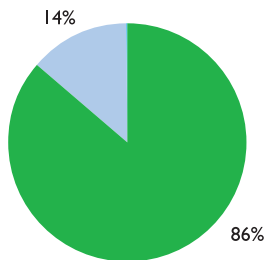
Source: DHS EdData Survey 2004

STUDENT BACKGROUND AND SCHOOL CHARACTERISTICS

Fathers (60 percent) have the most significant role in making decisions on children's education in the region. The majority of students in this region attend government schools (86 percent); these students come from all economic levels, fairly evenly distributed,

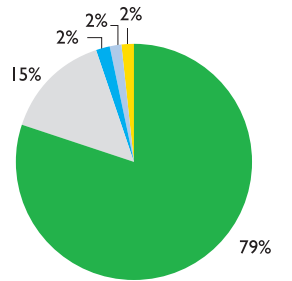
whereas students in private schools largely come from the middle to highest wealth quintiles. Less than 1% of the children attend private nonreligious schools.

Percentage of Schoolchildren Attending Different Types of Primary Schools



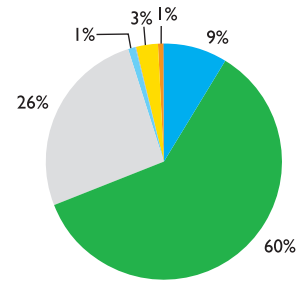
Legend: Government (Green), Private, religious (Light Blue), Private, nonreligious (Dark Blue)

Minutes Walking to Nearest Primary School



Legend: 0-15 (Green), 16-30 (Grey), 31-45 (Blue), 46-60 (Light Blue), 60+ (Yellow)

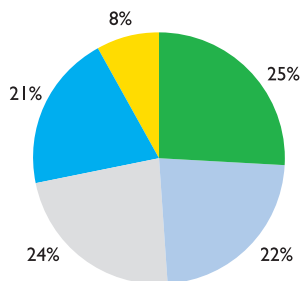
Decisionmakers for Children's Education



Legend: Mother (Blue), Both Parents (Grey), Parents/guardian with child (Yellow), Father (Green), Guardians (Light Blue), Someone else (Orange), Child (Dark Blue), Decision not made (Dark Blue)

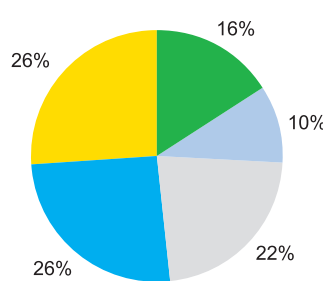
Source: DHS EdData Survey 2004

Family's Socioeconomic Status in Government Primary Schools



Legend: Poorest (Green), Richer (Blue), Middle (Grey), Poorer (Light Blue), Richest (Yellow)

Family's Socioeconomic Status in Private Religious Primary Schools



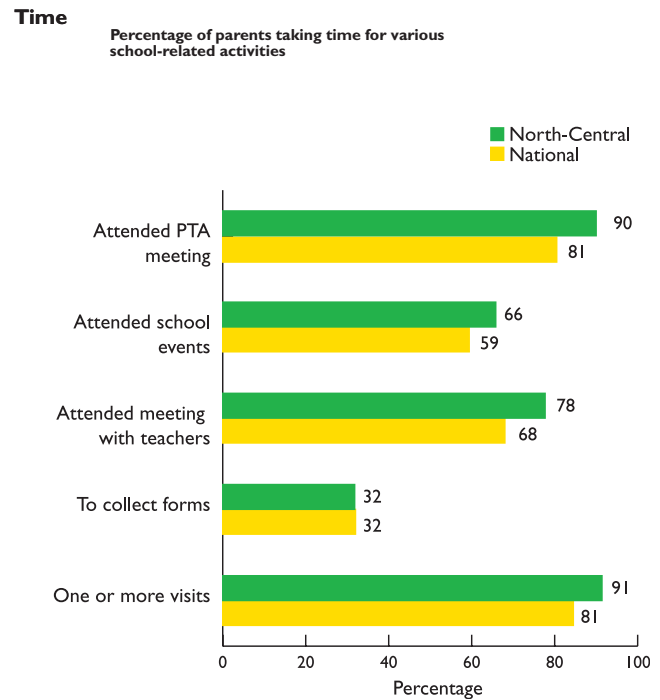
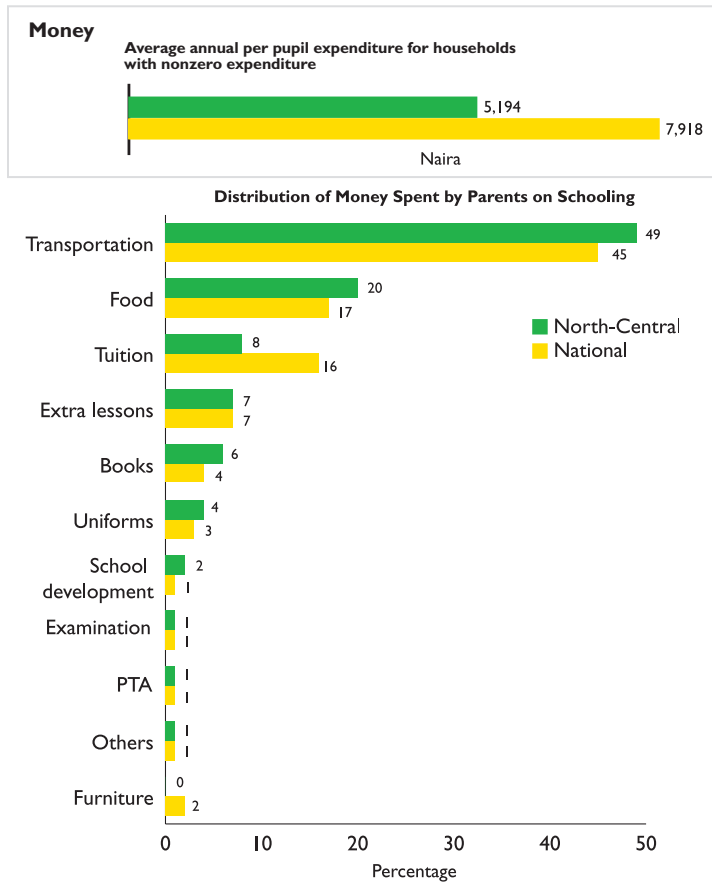
Legend: Poorest (Green), Richer (Blue), Middle (Grey), Poorer (Light Blue), Richest (Yellow)

Source: EPDC extraction from DHS 2003 survey dataset

PARENTAL CONTRIBUTION AND INVOLVEMENT IN MONEY AND TIME

North-Central parents spend about 5,194 Naira annually for each child in primary school—less than the national average of 7,918 Naira. Much of this goes for transportation (49 percent) and food (20 percent). Of parents with one or more children in primary school, 91 percent report that they have visited the

school at least once, and 90 percent have attended PTA meetings in the past 12 months; both of these rates are fairly high. Parents' attendance at meetings with teachers (78 percent) and school events (66 percent) is also above national averages. (66 percent) is also above national averages.

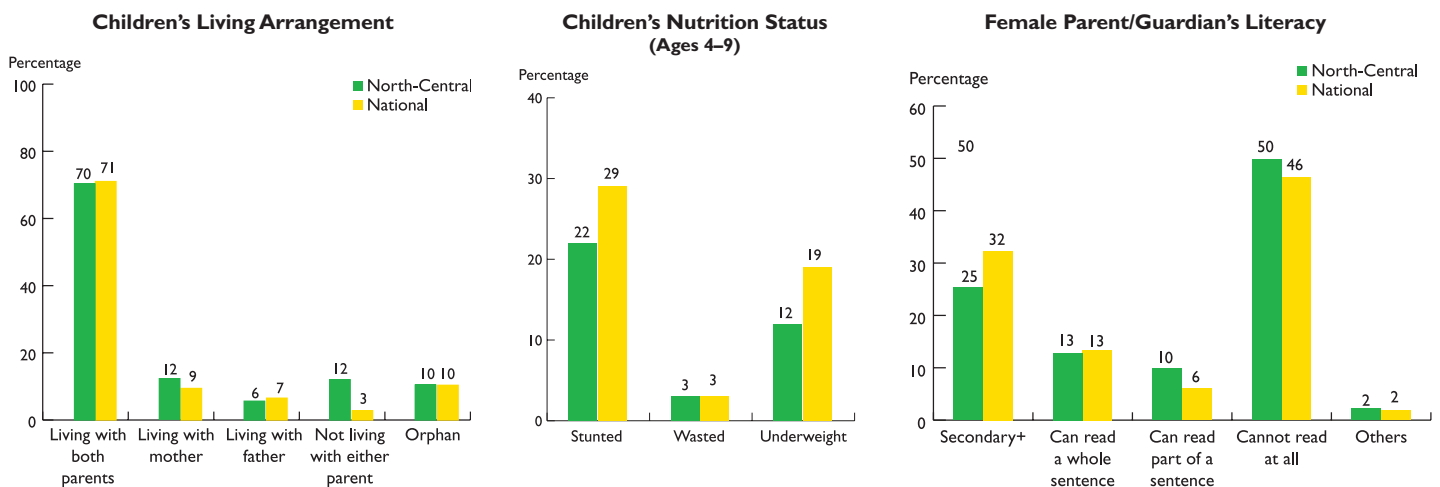


Source: DHS EdData Survey 2004

CHILD WELFARE

The portion of children who live with neither parent (12 percent) is above the national norm. Moderate or severe stunting, a symptom of poor nutrition, affects 22 percent of children, and 12 percent are underweight, both below the national average. Illiteracy

among mothers runs high at 50 percent, and only about one-fourth of female parents or guardians have attained secondary education or beyond. This region would benefit from an adult literacy campaign and nutrition education.

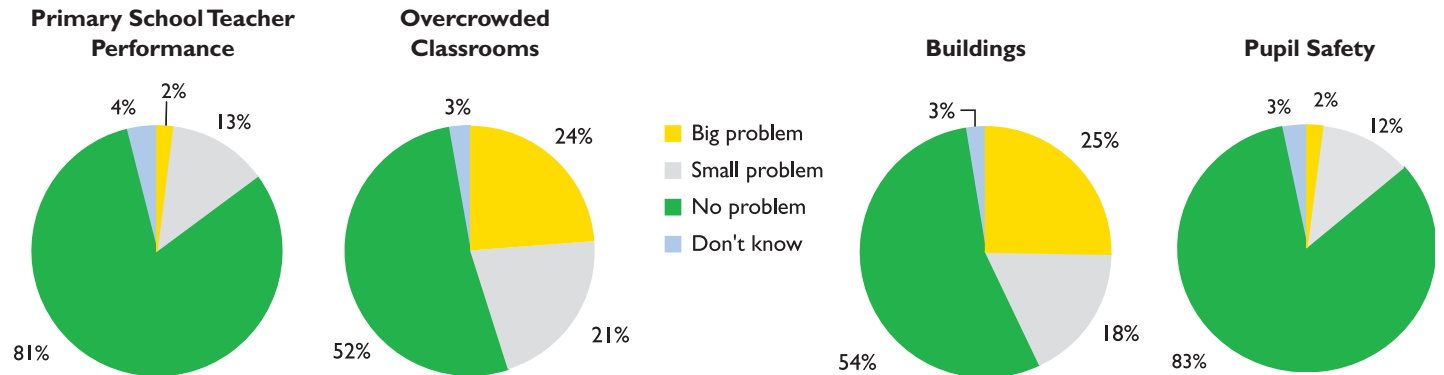


Source: DHS EdData Survey 2004

PERCEIVED SCHOOL QUALITY

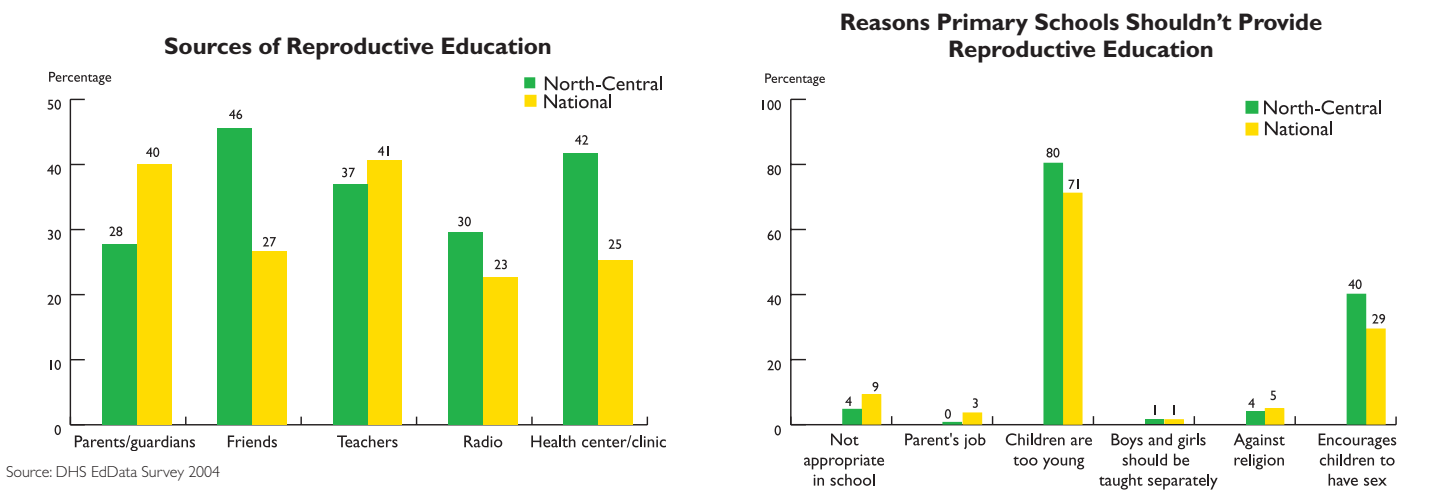
Overcrowded classrooms and poor building quality are seen as problems by many parents in the North-Central region, whereas

relatively few—15 percent and 14 percent, respectively—are concerned about school performance and pupil safety.



Source: DHS EdData Survey 2004

REPRODUCTIVE HEALTH AND EDUCATION

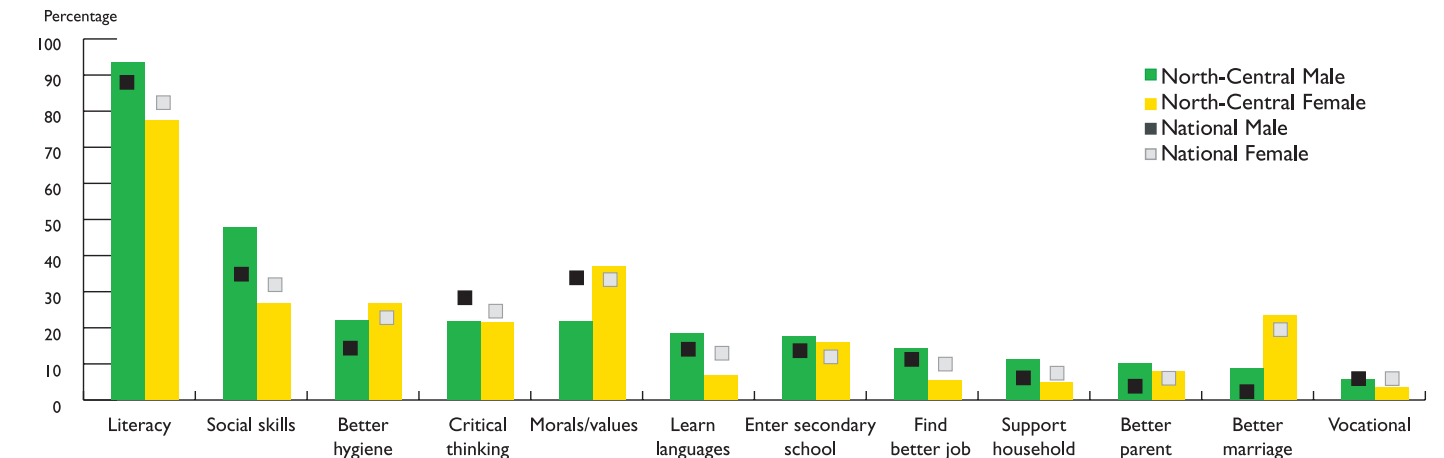


Source: DHS EdData Survey 2004

VALUE OF SCHOOLING

Acquiring literacy is seen as one of the main values of primary schooling for 15-year-old children. For girls, another major perceived benefit is stronger morals and values, as well as better

marriage and hygiene skills (these gains are ranked almost the same regionally and nationally). For boys a special benefit is seen in acquiring social skills—much more so regionally than nationally.



Source: DHS EdData Survey 2004

BASIC EDUCATION INDICATORS	National			Region					
	Total	Urban	Rural	North-Central	North-east	North-west	South-east	South-South	South-west
School Attendance (%)									
Children age 6–11 attending primary school	68	76	64	80	54	56	85	80	82
Children age 6–11 who have ever attended school that attended preschool	27	49	19	29	12	12	80	42	61
Children age 12–14 attending JSS	28	38	22	29	14	12	33	45	49
Children age 12–17 attending SS	35	46	29	38	19	15	49	52	61
Children age 12 who can read part of or a whole sentence	44	58	36	50	28	26	64	50	74
Primary completion	62	77	55	58	44	55	79	73	79
Factors Affecting School Attendance (%)									
<i>Factors in Never Having Attended School</i>									
Monetary cost	23	23	23	27	12	29	14	51	30
Labor needed	34	29	35	14	35	36	17	16	31
Child not interested	8	13	7	11	12	6	7	11	3
Child too young	20	24	19	20	17	21	79	42	35
Child too old	10	16	8	1	10	11	0	0	0
Child very sick/long-term illness	4	6	3	6	3	5	19	0	11
Child disabled	4	4	4	12	3	3	0	12	33
Travel to school unsafe	9	5	10	7	8	10	38	1	20
School too far	20	6	24	10	20	22	42	7	19
Poor school quality	14	4	16	2	14	15	22	0	0
No good jobs for graduates	6	9	5	1	3	8	0	0	0
School not important	8	11	7	3	10	7	0	6	0
Enrolled in Qur'anic school	16	30	12	4	24	13	0	0	0
<i>Factors in Primary School Dropout</i>									
Monetary cost	31	37	29	42	25	24	*	46	36
Labor needed	21	24	20	16	18	25	*	26	19
Failed exams/had to repeat	8	12	7	0	2	15	*	7	24
Child no longer wanted to attend	23	37	19	43	12	18	*	30	49
Child completed enough schooling	7	5	8	2	4	10	*	9	0
Child very sick/long-term illness	4	5	4	6	5	4	*	3	0
Child disabled	3	2	4	0	7	2	*	3	2
School too far	10	4	12	7	11	17	*	1	4
Travel to school unsafe	4	1	5	2	4	7	*	1	0
Poor school quality	17	11	19	0	18	31	*	0	0
Unlikely/unable to enter secondary school	12	6	13	2	2	25	*	0	4
Absenteeism 2002–2003 School Year (%)									
Primary school pupils missing one or more days	60	59	61	40	68	66	71	70	47
Secondary school students missing one or more days	53	50	55	42	61	62	67	61	37
Characteristics of Schools Attended (%)									
<i>Types of Primary School</i>									
Attending public primary school	61	51	67	70	79	71	43	49	43
Attending private, religious primary schools	16	19	14	16	7	20	63	20	27
Attending private, nonreligious primary schools	23	30	18	14	13	9	40	30	30
<i>Reasons for Choice of Primary School</i>									
Proximity	66	52	73	66	78	75	39	67	48

BASIC EDUCATION INDICATORS	National			Region					
	Total	Urban	Rural	North-Central	North-east	North-west	South-east	South-South	South-west
Quality	37	49	30	48	28	33	58	23	44
Expense	18	19	17	29	13	22	15	12	10
Religion	4	6	3	3	1	8	2	2	7
Safety	7	6	8	15	12	6	3	1	3
Other	5	4	5	7	0	3	7	6	6
Parental Involvement in Primary School (%)									
Attended PTA meeting	81	85	78	90	83	80	92	50	94
Attended school events	59	65	56	66	48	43	72	58	87
Attended meeting with teachers	68	72	66	78	73	70	76	45	74
Collected forms	32	37	29	32	18	28	37	38	43
One or more visits	85	88	82	91	77	79	94	79	96
Household Expenditures on Schooling (in Naira)									
Mean household expenditures per pupil on primary schooling	7,918	10,495	6,390	5,194	3,869	9,264	7,725	8,632	13,983
Mean household expenditures per pupil on secondary schooling	20,628	29,948	20,284	15,352	11,231	29,708	22,512	22,370	21,343
Reproductive Health, HIV/AIDS, and Education									
Parent/guardian favoring primary schools teaching about reproductive health (%)	62	55	66	82	69	57	52	66	44
Age at which parent/guardian thinks <i>boys</i> should be taught about reproductive health	14	15	14	13	16	15	14	13	15
Age at which parent/guardian thinks <i>girls</i> should be taught about reproductive health	13	13	13	12	13	12	13	13	14
Parent/guardians favoring primary schools teaching about HIV/AIDS (%)	86	80	89	94	90	82	80	91	72
Children's Characteristics (%)									
<i>Children's Nutrition</i>									
Children age 4–9 who are stunted	29	19	34	22	32	36	13	26	22
Children age 4–9 who are wasted	3	4	3	3	3	4	4	3	1
Children age 4–9 who are underweight	19	14	21	12	21	24	11	18	18
<i>Children's Literacy and Numeracy</i>									
Children age 4–12 who can read	28	45	19	32	13	15	57	39	55
Children age 4–12 who correctly sum numbers	45	63	37	49	33	28	76	64	72
Child Welfare (%)									
Living with both parents	71	67	73	70	74	80	72	57	62
Living with female parent/guardian who cannot read at all	46	34	56	50	80	78	27	27	29
Orphaned	10	11	10	10	10	7	11	16	10
Educational Attainment of Adults (%)									
No schooling	42	30	48	36	62	66	15	15	21
Some primary	9	8	10	11	10	8	12	11	6
Completed primary	12	12	12	13	6	7	19	18	19
Some secondary	20	25	18	24	12	9	26	33	32
Completed secondary and beyond	16	24	11	16	9	9	25	23	22
Don't know/missing	1	1	1	1	1	2	4	1	1

North-Central Nigeria

This education profile is intended to give a basic overview of the education sector in North-Central Nigeria. The data are from the 2004 Nigeria Demographic and Health Survey (DHS) EdData Survey, and are linked to the 2003 Nigeria DHS. The profile highlights issues related to attendance, retention, learning, and teaching efficiency. It also provides information on parents' contributions to their children's schooling (in money and time) and their perceptions of schooling. One section focuses on overall welfare of children in the region.

Note: The survey question on nonattendance was asked of about 1,665 youth ages 6–16 who had not attended school for any reasons other than physical or mental disabilities. The survey question on dropout was asked of about 306 children ages 4–16 who had dropped out for any reasons other than physical or mental disabilities or long-term illness.



DATA INSIGHTS

The North-Central region is made up of the states of Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau. The Federal Capital Territory (F.C.T.) is also within this region.

- Pre-primary net attendance in North-Central is about average for Nigeria, but only about 30 percent of 3- to 5-year-olds are attending pre-primary. This region is still far from achieving universal basic education, as primary completion rates and junior secondary school attendance are lower than the national average.
- The reasons given for children never having attended school are cost, illness or disability, and lack of interest. Many dropouts cite lack of money and interest as the two main factors affecting their decision. Lack of interest in school appears much more widespread than average, which means that schools must try hard to make themselves relevant to the community, even though parents value schooling
- When children do enter school, they tend to stay until the end of primary. Many, however, do not make the transition to junior secondary, as the primary 6 dropout rate is high.
- Another area of critical importance is improving the quality of learning in primary school. The percentage of 11- to 12-year-olds who could not read was high, especially among girls and children residing in rural areas.
- This region would also benefit from adult literacy programs, as half of all female parents/guardians could not read or write.
- In this region, friends and health centers are cited as main sources for reproductive education; parents and teachers are used less frequently than nationally. Most parents believe their primary-school children are too young for such instruction and 40 percent (vs. 29 percent nationally) feel it can encourage their children to have sex.