



Basic Education Profile for Northeast Nigeria

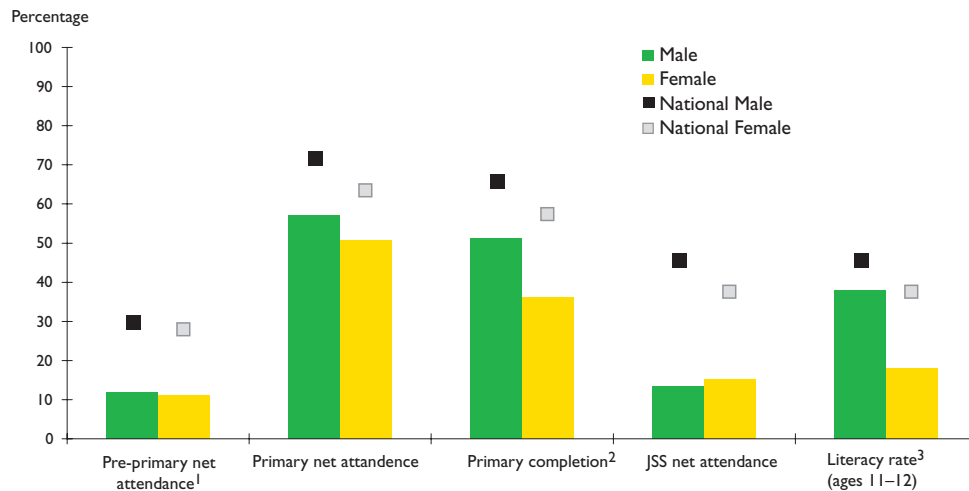
Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe States



BASIC EDUCATION OVERVIEW

This overview provides information on basic education in Northeast Nigeria, with indicators on attendance at three school levels, primary school completion rates, and literacy rates. The majority of the population in this area is Muslim (87 percent); 35 percent of Muslim children go to only Qur'anic schools and are not

taught the formal curriculum. The Northeast region rates among the lowest on almost all the formal education indicators. Its rates of attendance, from pre-primary school to junior secondary school (JSS), are very low; female primary completion and literacy rates are also much lower than the national average.



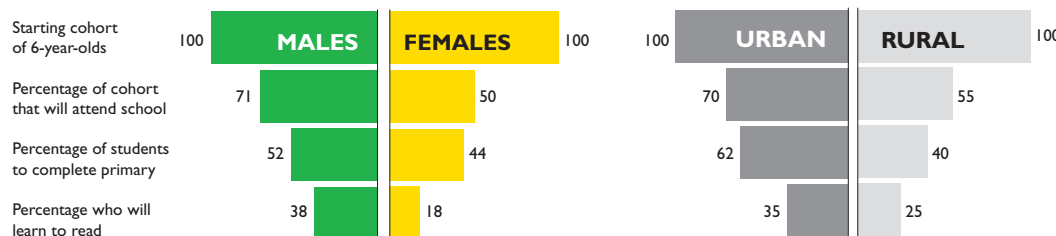
Source: EPDC extraction from DHS 2003 dataset

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 who are likely to attend and complete primary school and be able to read a simple sentence by the time they are 12 years of age. Only about 50 percent of females and 55 percent of 6-year-olds in

rural areas will enter school. Those who enter will tend to stay in school, but many of them will still lack basic reading skills by the age of 12. Programs targeted at increasing access, promoting school attendance, and improving quality are needed in this region.

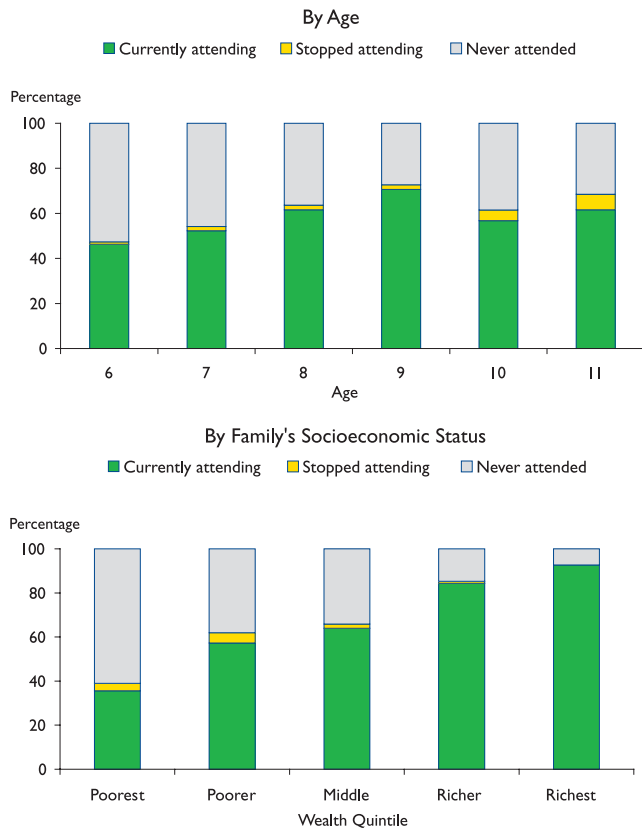


Source: EPDC extraction from DHS 2003 survey dataset

SCHOOL ATTENDANCE STATUS

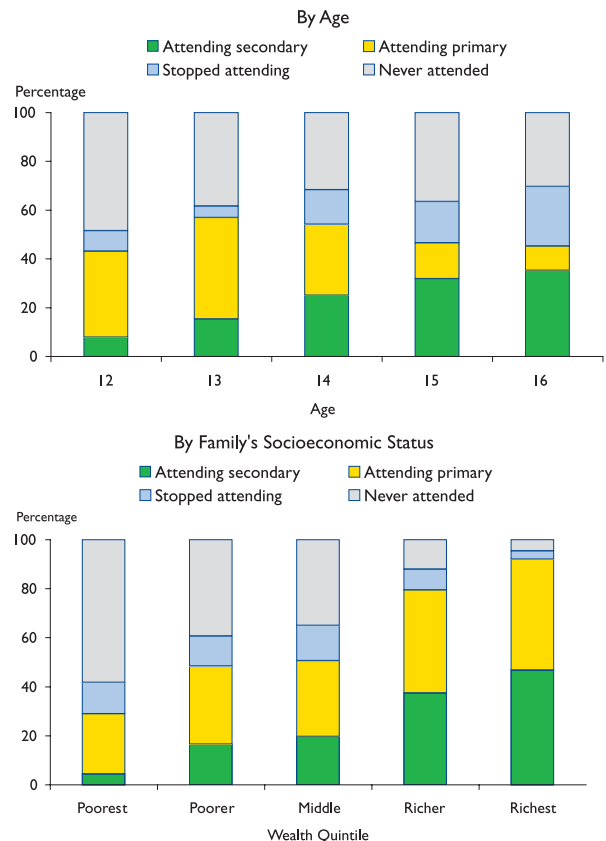
Primary School-Age Children

The issue of low school attendance in the Northeast region is clearly reflected in the graph below. A large portion of children in each age group between age 6 and 11 has never attended school, and dropout rates increase slightly as age goes up. Moreover, children from poorer households are much more likely to have never attended school than children from wealthier households.



Secondary School-Age Children

Secondary school attendance is fairly low (40–60 percent) for children 12–16—the official secondary school ages; many are still in primary school. Only 29 percent of children from the poorest households attend either primary or secondary school, but 92 percent of those from the wealthiest homes do. Interventions should promote attendance at the proper age and address high dropout rates.

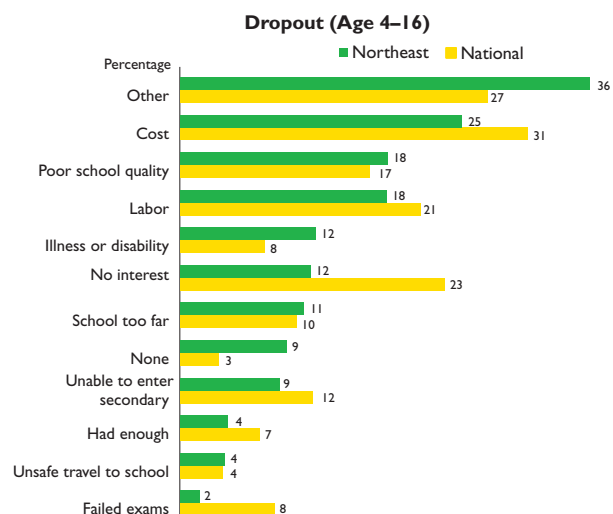
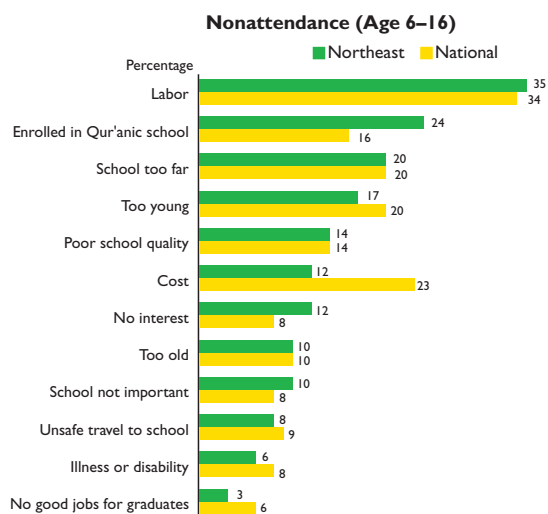


Source: EPDC extraction from DHS 2003 survey dataset. Note: Data on attendance are based on formal education figures.

FACTORS AFFECTING NONATTENDANCE AND DROPOUT

Cost factors—both direct costs and opportunity costs in terms of lost labor—are major barriers to school attendance and retention in the Northeast, as they are nationally. Also important in the

case of children who have never attended school are the distance to the school and attendance at Qur'anic schools, whereas the dropout rate is strongly affected by the poor quality of education.

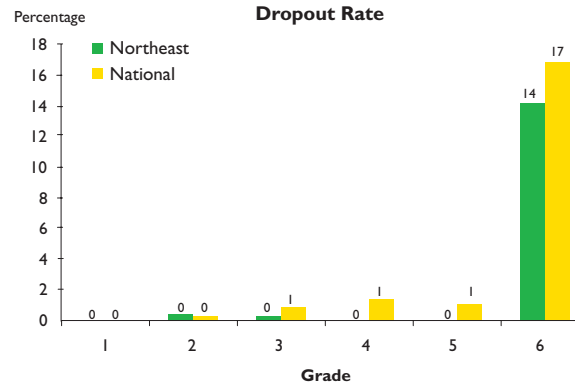
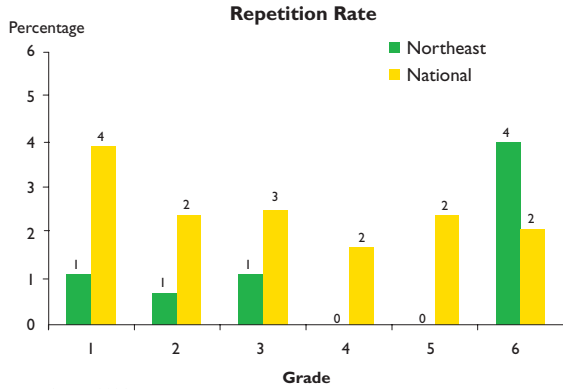


Note: For information on survey sample, see page eight. Source: DHS EdData Survey 2004

EFFICIENCY: REPETITION AND DROPOUT RATES IN PRIMARY SCHOOL BY GRADE

Dropout rates are relatively low in the early grades of primary school. However, dropout rises to 14% at the end of primary schooling, even though lower secondary is compulsory. Repetition rates are below the national average for primary school grades,

except for grade 6, relatively higher than the national average at 4%. It is possible that children who do not pass the end-of-primary school exams either attempt to resit the exams the following year or leave school.



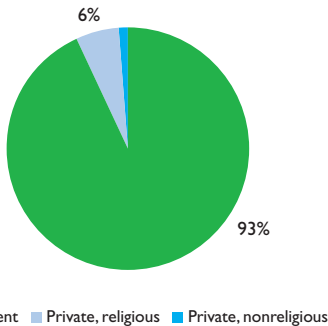
Source: DHS EdData Survey 2004

STUDENT BACKGROUND AND SCHOOL CHARACTERISTICS

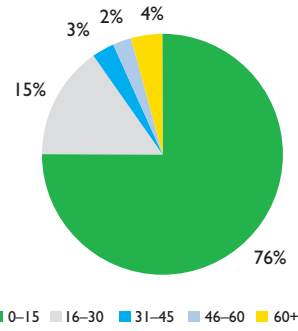
Fathers are the most likely (68 percent) to lead in making decisions about children's education in the region. Most students (93 percent) attend government schools. The two types of private schools cater to different populations: while the majority of children

in religious private schools (61 percent) come from the wealthier households, nonreligious private schools are largely attended by children from poorer homes (95 percent).

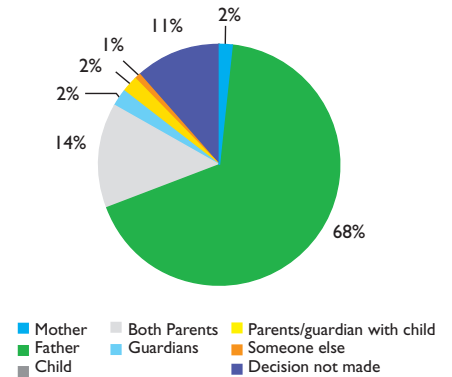
Percentage of Schoolchildren Attending Different Types of Primary Schools



Minutes Walking to Nearest Primary School

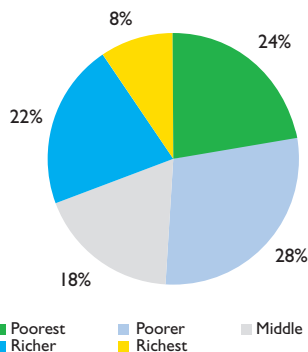


Decisionmakers for Children's Education

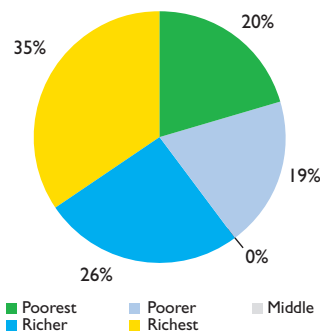


Source: DHS EdData Survey 2004

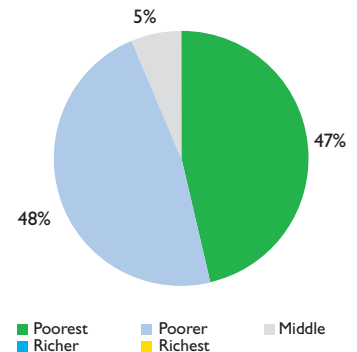
Family's Socioeconomic Status in Government Primary Schools



Family's Socioeconomic Status in Private Religious Primary Schools



Family's Socioeconomic Status in Private Nonreligious Primary Schools

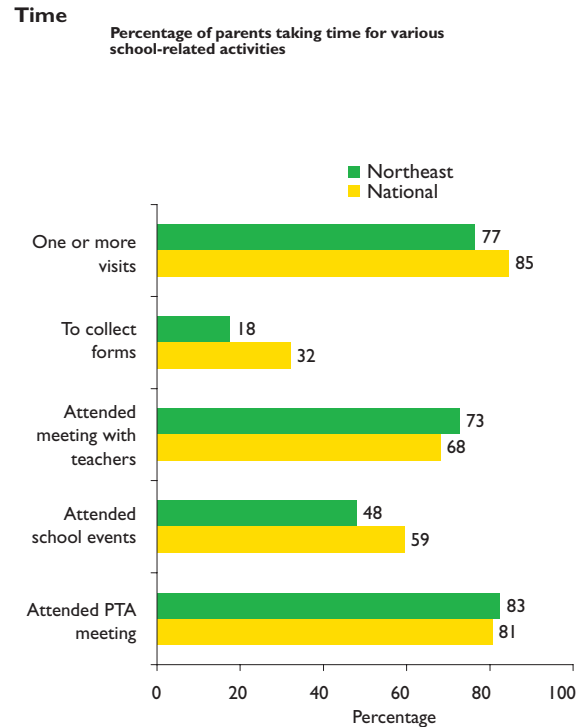
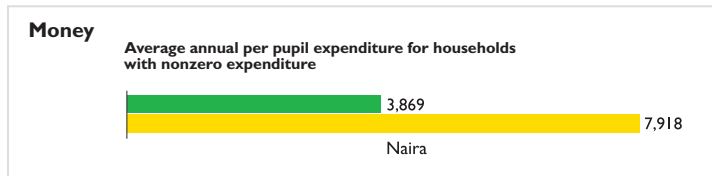


Source: EPDC extraction from DHS 2003 survey dataset

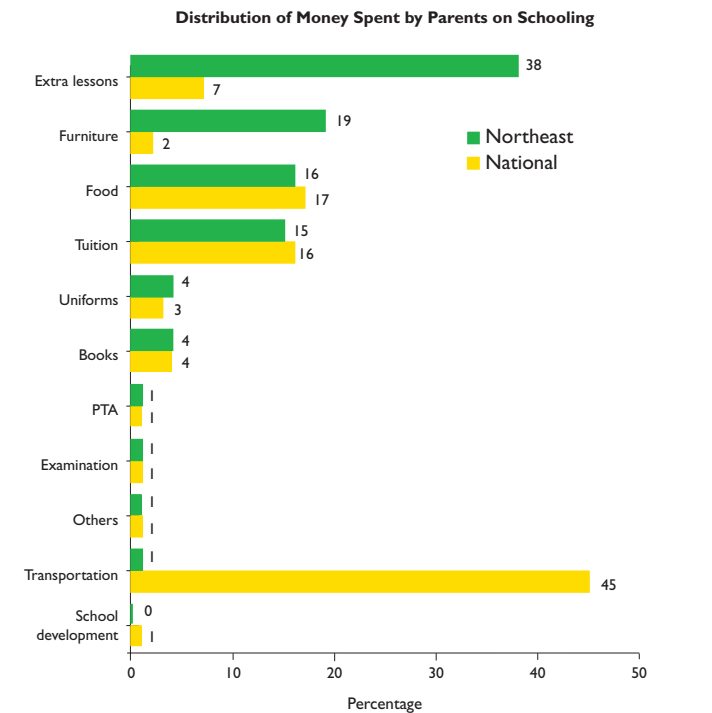
PARENTAL CONTRIBUTION AND INVOLVEMENT IN MONEY AND TIME

Parents in the Northeast region spend about 3,869 Naira per student annually on primary school education, well below the national average of 7,918 Naira. The bulk of the money is spent on extra lessons (38 percent), furniture (19 percent), food (16 percent) and tuition (15 percent). In addition, 77 percent of

Northeast region parents with one or more children in primary school report that they have visited the school at least once: 83 percent have attended PTA meetings and 73 percent have attended teacher meetings in the past 12 months. However, they are slightly less likely to attend school events than parents nationally.



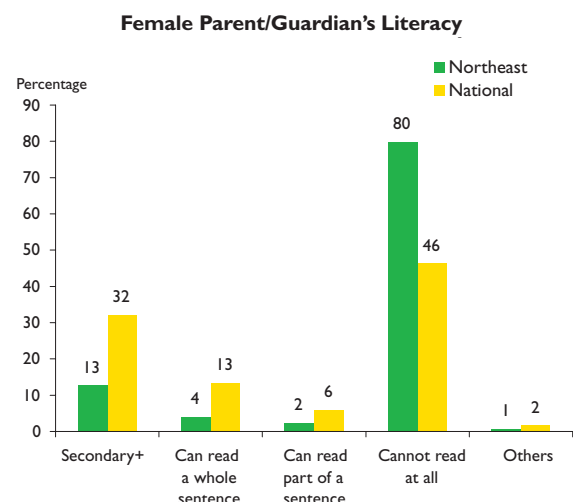
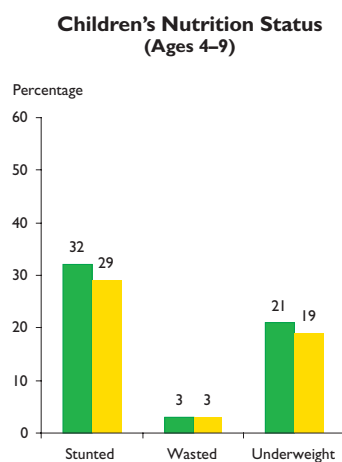
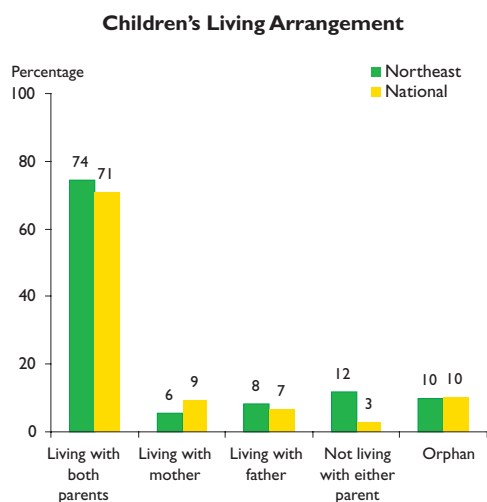
Source: DHS EdData Survey 2004



CHILD WELFARE

In the Northeast, 74 percent of children live with both parents, slightly higher than the national average. However, 35 percent of children are stunted (a symptom of poor nutrition) or wasted, and 21 percent are underweight. The illiteracy rate among female

parents/guardians is high at 80 percent, compared to the national average of 46 percent. This region would benefit greatly from an adult literacy campaign and nutrition education.

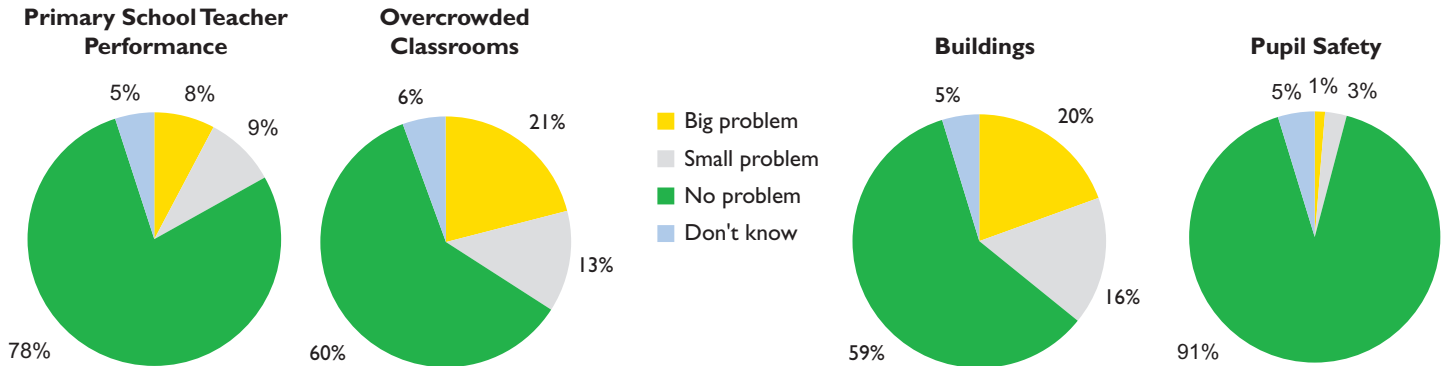


Source: DHS EdData Survey 2004

PERCEIVED SCHOOL QUALITY

Overcrowded classrooms and poor building quality are big concerns of parents. Relatively few parents cited teacher performance

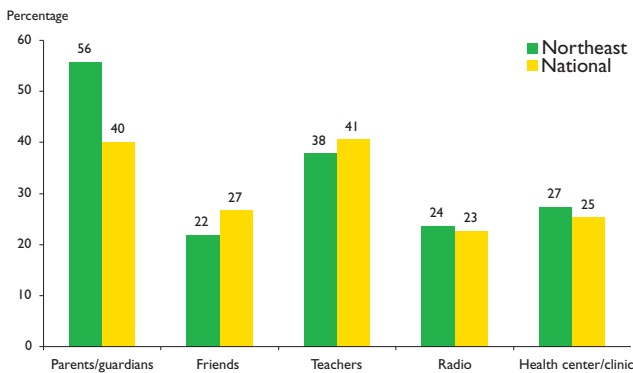
as an issue, and even fewer expressed concerns about the safety of their children at school.



Source: DHS EdData Survey 2004

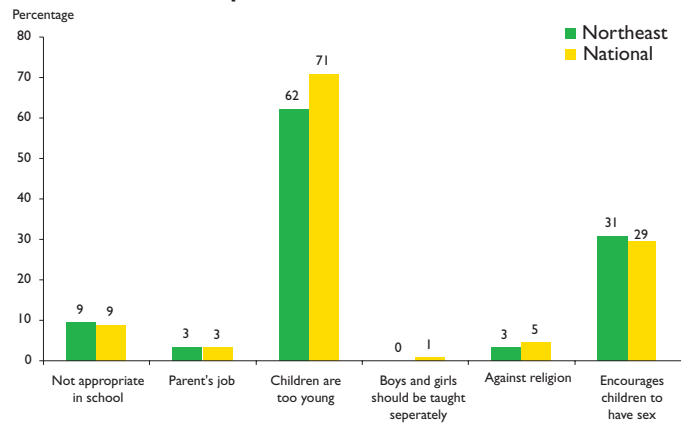
REPRODUCTIVE HEALTH AND EDUCATION

Sources of Reproductive Education



Source: DHS EdData Survey 2004

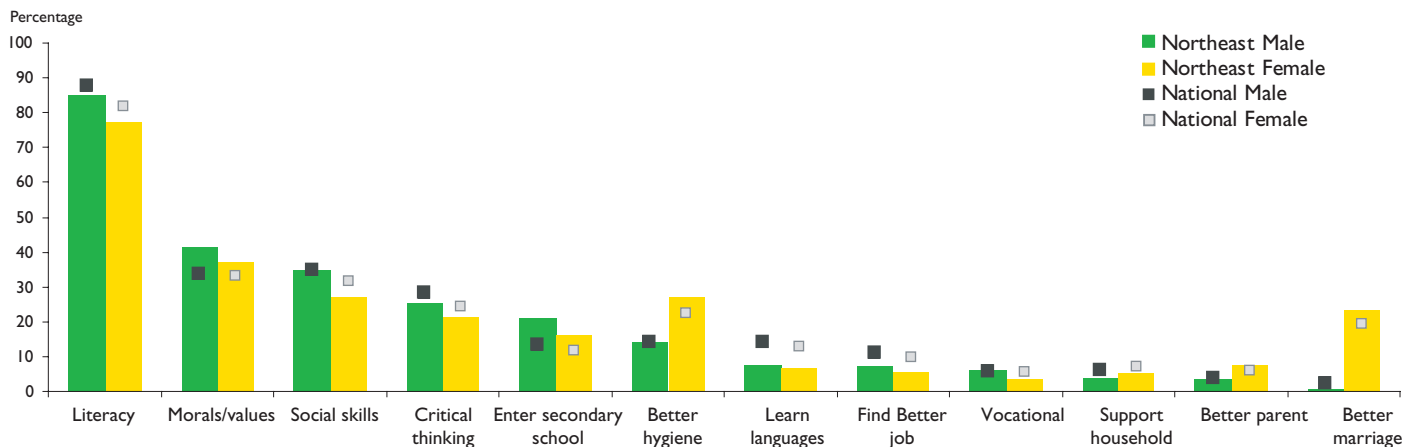
Reasons Primary Schools Shouldn't Provide Reproductive Education



VALUE OF SCHOOLING

This graph shows what parents and guardians see as the specific benefits of completing primary school for 15-year-old children. Acquiring literacy is seen as one of the main values, along with gaining

morals/values and social skills. A substantial minority believe primary schooling is also important for giving female students better skills in marriage and hygiene.



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

Northeast Nigeria

This education profile is intended to give a basic overview of the education sector in Northeast 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.

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 Northeast region of Nigeria is made up of six states: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. Its estimated population was 16,870,701 in 2003 (medium variant projection), about 13.4 percent of the national population.

- The region's performance on education is worse than the national average for many indicators. Considerable effort is needed to get school-age children to school and to provide quality education.
- The incidence of illiteracy is high among mothers and children. This area would benefit from community programs that provide adult literacy classes and early childhood centers that provide education and nutritional supplements for young children. Investing in mothers' education in literacy and nutrition will improve children's well-being, and the children will be more likely to succeed in school. Many children who are not in school are enrolled in Qur'anic schools, and creative ways can be found to provide literacy courses or primary education in these institutions as well.
- Even though parents value schooling, many children are not in school. The reasons for nonattendance are varied, but costs (both direct and opportunity) are an important factor. Strategies to reduce the cost of schooling, such as providing scholarships, building schools within villages or communities, flexible school schedules, and providing school lunches, would be major steps toward improving school attendance in this area. Providing opportunities to teach the core curriculum in Qur'anic schools and other less formal institutions would be important, as the majority of school-age children in this region are Muslims, and a large portion of them attend only Qur'anic schools.
- In the Northeast, parents and teachers are the main sources of reproductive education, with parents taking a stronger role in this region than nationally. A large portion of parents believes that their children in primary school are too young for reproductive education and that such instruction can encourage children to have sex.