



LEAR  igeria<sup>®</sup>

5<sup>TH</sup> PAL Network Conference | Xalapa | Mexico

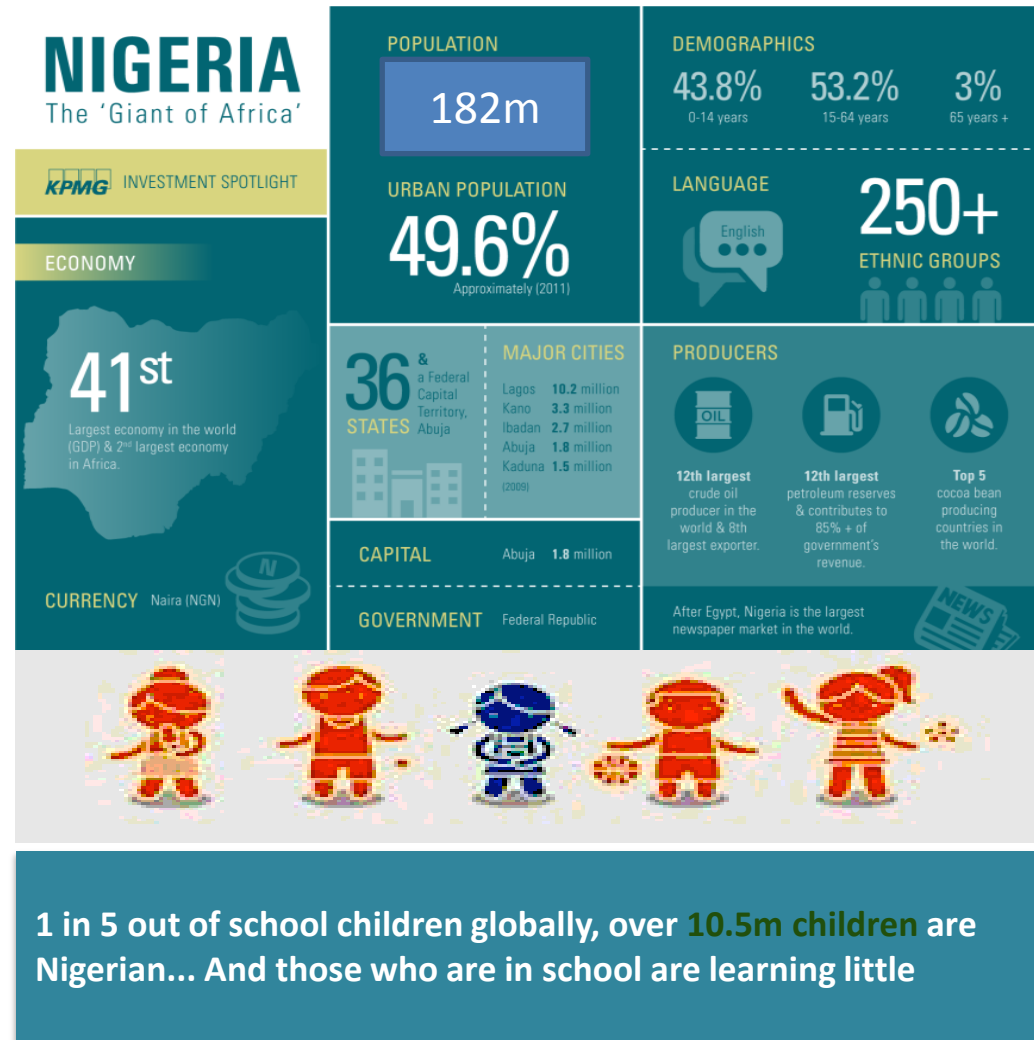
March 2017

# Nigeria: a glance



# Nigeria's out-of-school children account for a fifth of the global out-of-school population

- Nigeria is the most populous country in Sub-Saharan Africa with an estimated population of 192 million over half of which are under the age of 30<sup>1</sup>
- The population far outweighs the capacity of the education infrastructure. According to the 2015 Education for All report by UNESCO, Nigeria showed a shortfall of 252,312 classrooms at the junior secondary level, despite more than 10,000 junior secondary schools being built in 2011. In 2011 the primary classrooms constructed were 72.25% of the required number<sup>2</sup>
- Nigeria has failed to meet any of the six internationally agreed-upon Education for All 2015 global education goals and is one of only fifteen countries to have less than 80% of its primary school-aged children enrolled in schools<sup>3</sup>
- Over 10.5 million children are out-of-school in Nigeria which accounts for about a fifth of the estimated 60 million global out-of-school population<sup>4</sup>



1 National Population Commission. "Nigeria's Population Now 182 Million - NPC". Retrieved November 25, 2016, from <http://www.population.gov.ng/index.php/80-publications/216-nigeria-s-population-now-182-million-dg-npopc>

2 UNESCO, 2015. Education For All Global Monitoring Report.2000-2015: Achievements and Challenges. Paris: UNESCO

3 Ibid

4 Nigeria. from <https://www.unicef.org/nigeria/education.html>

# Nigeria: a glance

- Three Key Challenges:
  - Access to Education
  - Quality of Education
  - Equity

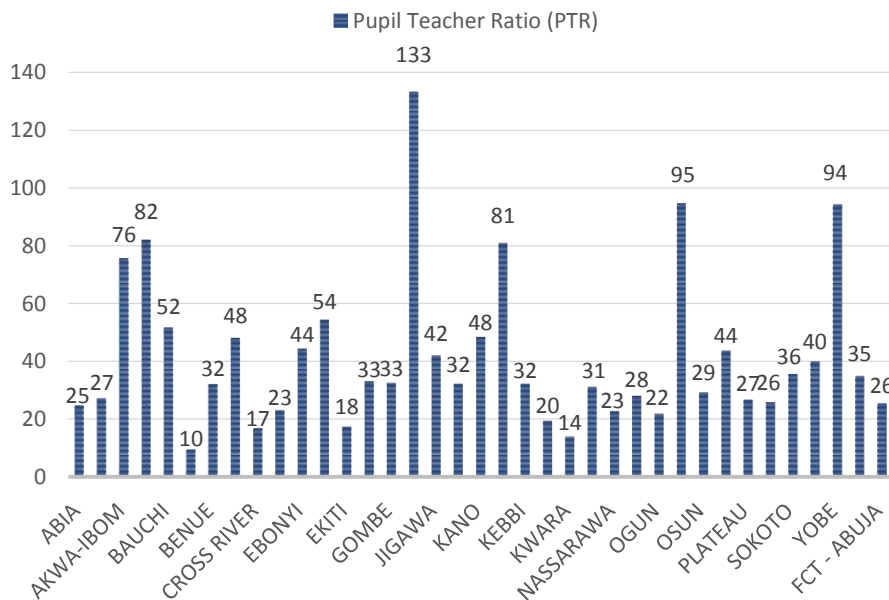
# Access



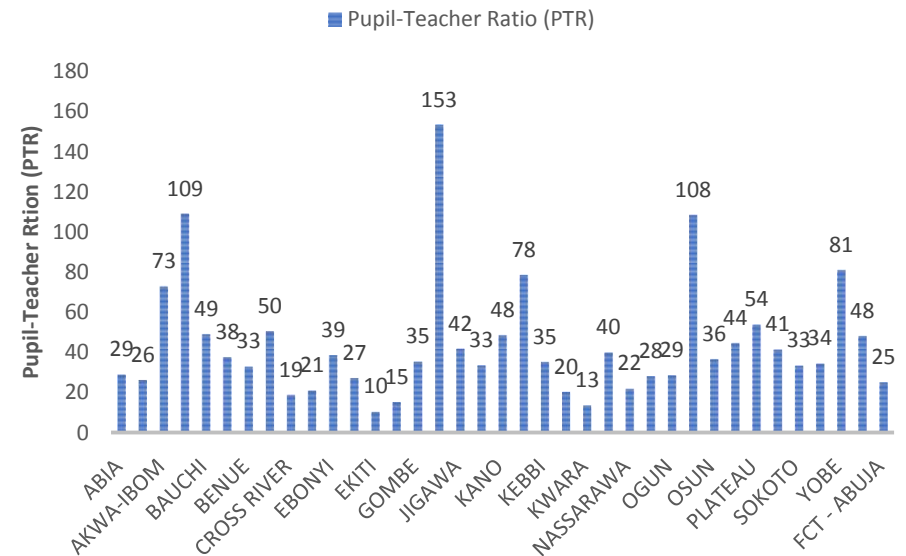
# A consistent shortage of qualified teachers has resulted in high pupil teacher ratios in many states

- Nigeria suffers from a chronic shortage of qualified teachers. According to the 2014 Education for All (EFA) Global Monitoring Report, Nigeria will need an additional 212,000 primary school teachers between 2011 and 2015, which is 13% of the global total and will need to allocate an extra US\$1.8 billion per year to pay salaries of additional trained teachers to address the shortage of teachers<sup>1</sup>. The lack of adequate teachers results in high pupil-to-teacher ratios and decreased teacher effectiveness
- National Bureau of Statistics 2016 data show that Imo, Ondo and Yobe have the highest pupil teacher ratio

PUPIL TEACHER RATIO (PTR) BY STATE, 2014



PUPIL-TEACHER RATIO (PTR) BY STATE (2013)

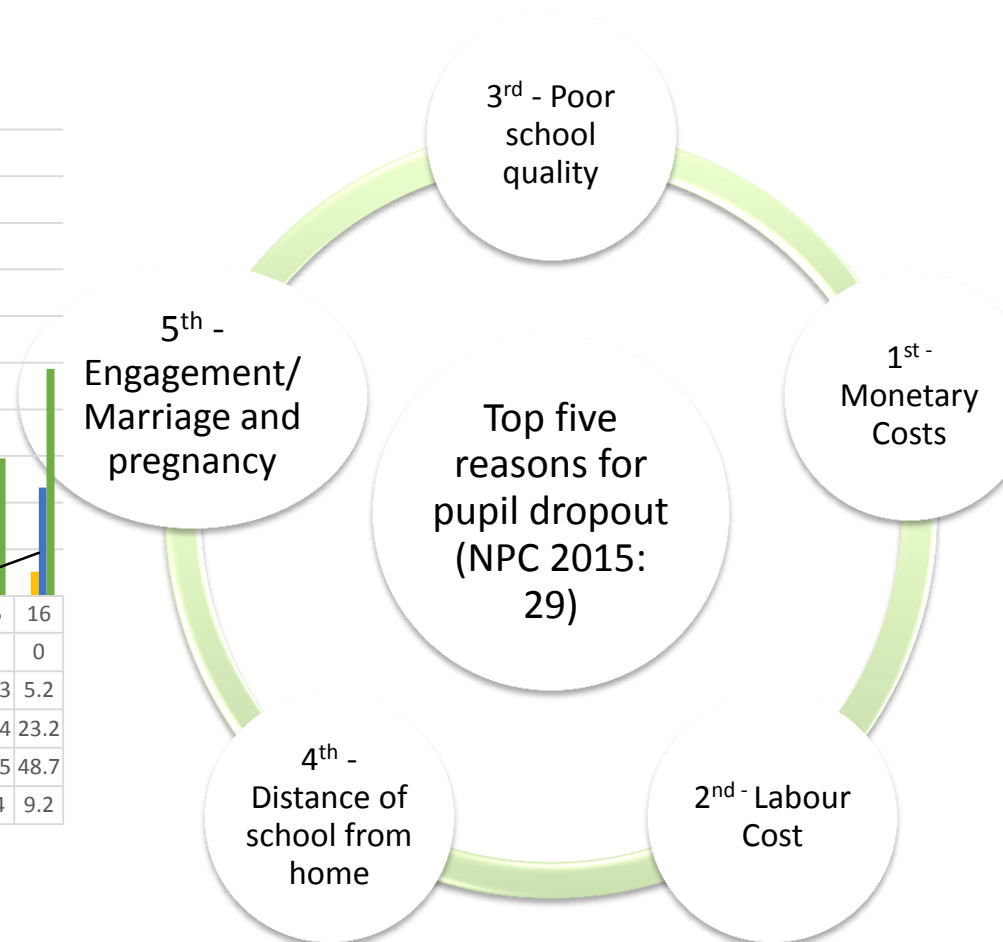
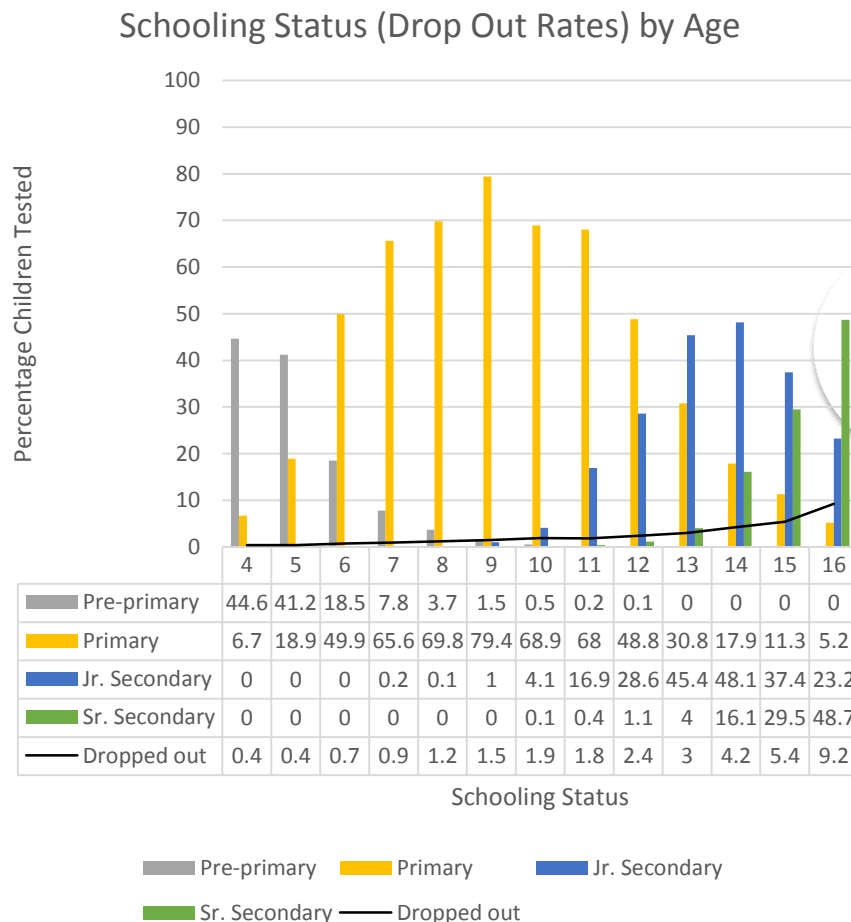


Sources:

1 UNESCO, 2014. Teaching and learning - achieving quality for all (EFA Global Monitoring Report No. 2013/4). UNESCO.

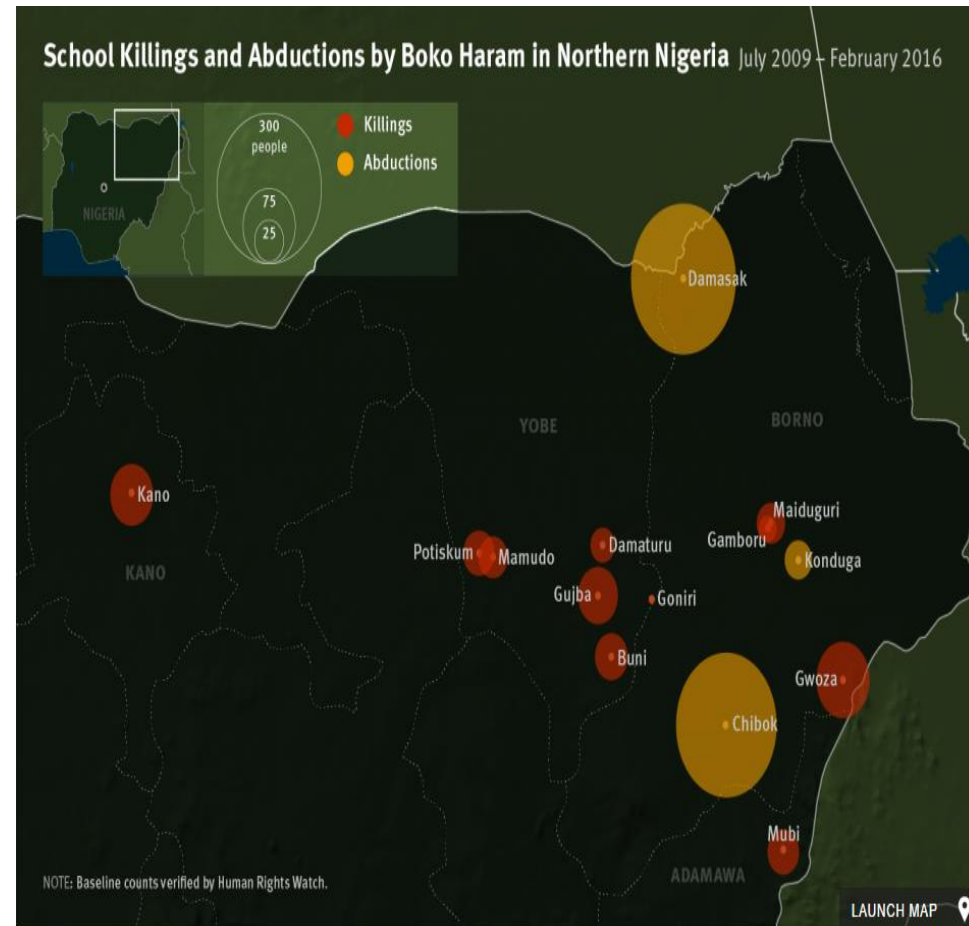
2 National Bureau of Statistics (NBS). 2016 Social Statistics Report

According to the 2015 National Education Data Survey (NEDS), the national dropout rate is 2% of total enrollment; the mean age for dropout at primary level is 9, and 11 for junior secondary school



## 1.4 million children of school age have been displaced due to the Boko Haram insurgency in North-Eastern Nigeria

- The most recent conflict-related challenge to education has come from the North-Eastern region of Nigeria, where Islamist group Boko Haram has targeted and burned school and killed teachers and children
- The activities of Boko Haram, which loosely translates as "Western education is sinful", have caused major upheaval in the affected states, particularly in Borno State, where Amnesty International estimates that over 15,000 children have been forced out of school<sup>1</sup> and authorities estimate that over 350 teachers have been killed.<sup>2</sup> In Maiduguri, the state capital, schools were closed for several months and students were unable to take exams<sup>3</sup>
- Services such as public transport have also been affected in the worst hit states of Adamawa, Borno and Yobe, making it impossible for students to get to school<sup>4</sup>
- The ongoing conflict has also caused large numbers of displaced peoples to seek shelter in other states, further straining the already precarious existing infrastructure. The impact on the region has been enormous, especially as this region of Nigeria was already hampered by low enrolment rates, especially for girls
- This crisis situation calls for specialised intervention that considers the physical and psychological needs of the traumatized students



Source: Human Rights Watch

1 Amnesty International, 2013. 'Keep away from schools or we'll kill you': right to education under attack in Nigeria. London: Amnesty International.

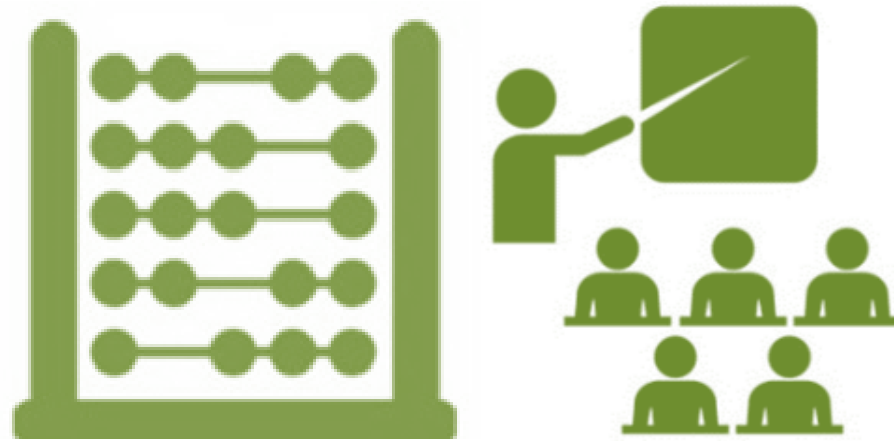
2 Vanguard. "Boko Haram Violence Creates Education Crisis in NE Nigeria - Vanguard News." Vanguard News. May 27, 2016. Accessed November 26, 2016. <http://www.vanguardngr.com/2016/05/boko-haram-violence-creates-education-crisis-ne-nigeria/>.

3 Larcom, J., Falola Anoemuah, Y., Ingawa, S., and Nasir, N., 2013. Northern Education Initiative (NEI): Mid-term performance evaluation. Abuja: USAID

4 Ibid

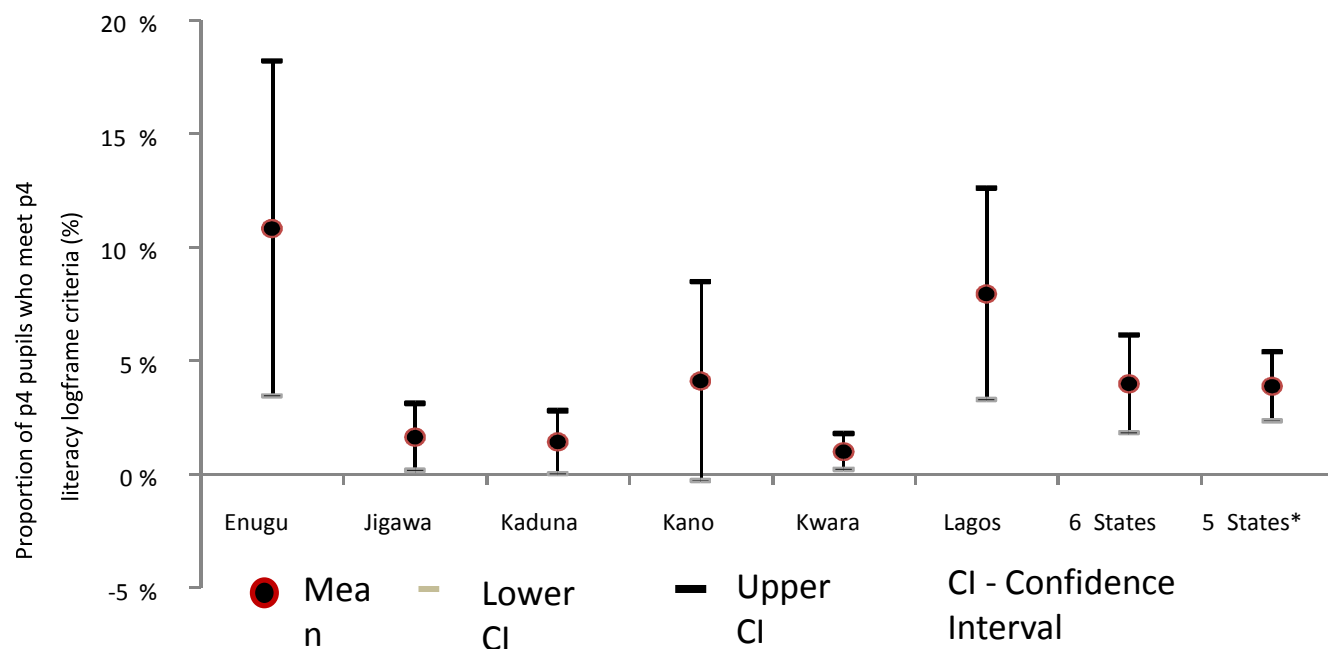


# Quality



In the six states (Lagos, Jigawa, Kaduna, Kwara, Enugu and Kano states) where ESSPIN conducted a composite survey, only 4% of Grade 4 students performed at grade level in reading comprehension while 7% were able to perform at that level in arithmetic (ESSPIN, 2013)

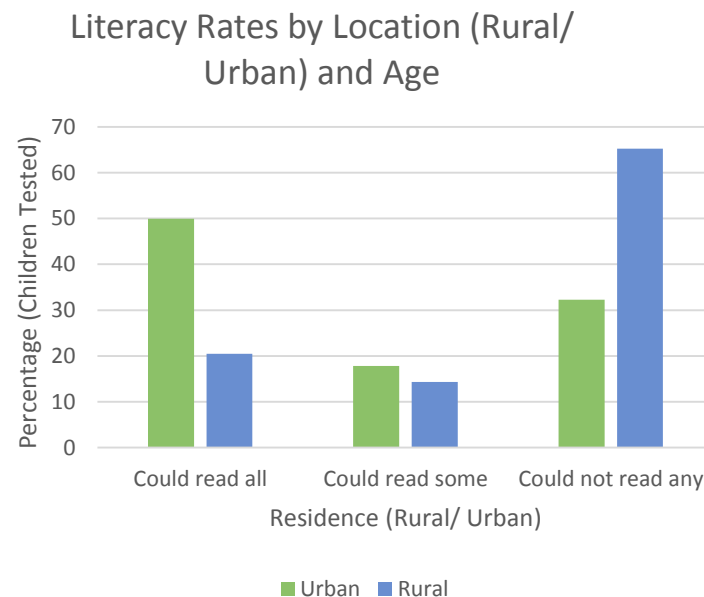
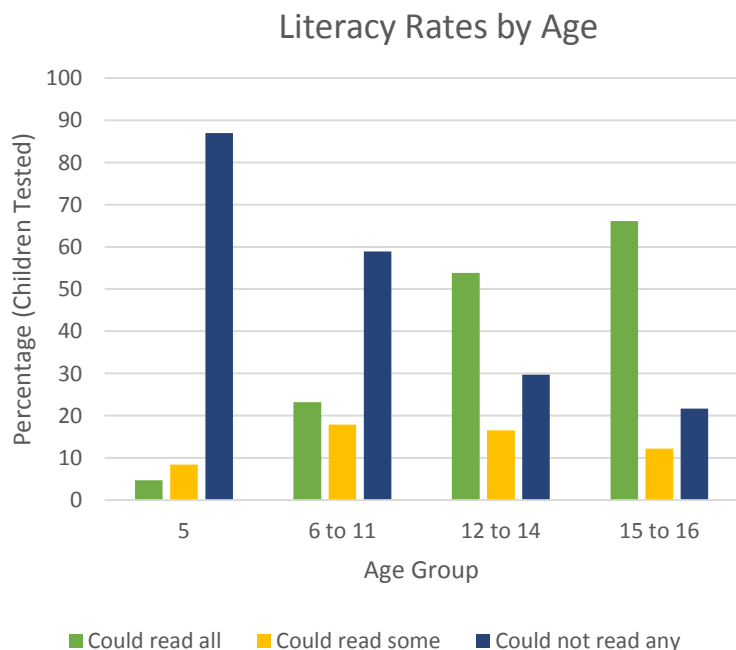
Figure 1: Proportion of primary 4 pupils able to read with comprehension by state, and for 6 states and 5 states combined(%)



Note: \*5 states estimate excludes Kano because for this state estimate there is a very large design effect which makes its estimate less reliable.

Data obtained from the 2015 National Education Data Survey (NEDS), which tested children aged 5-16 years old (and reports national literacy rates; 52% for males and 48% for females) show that:

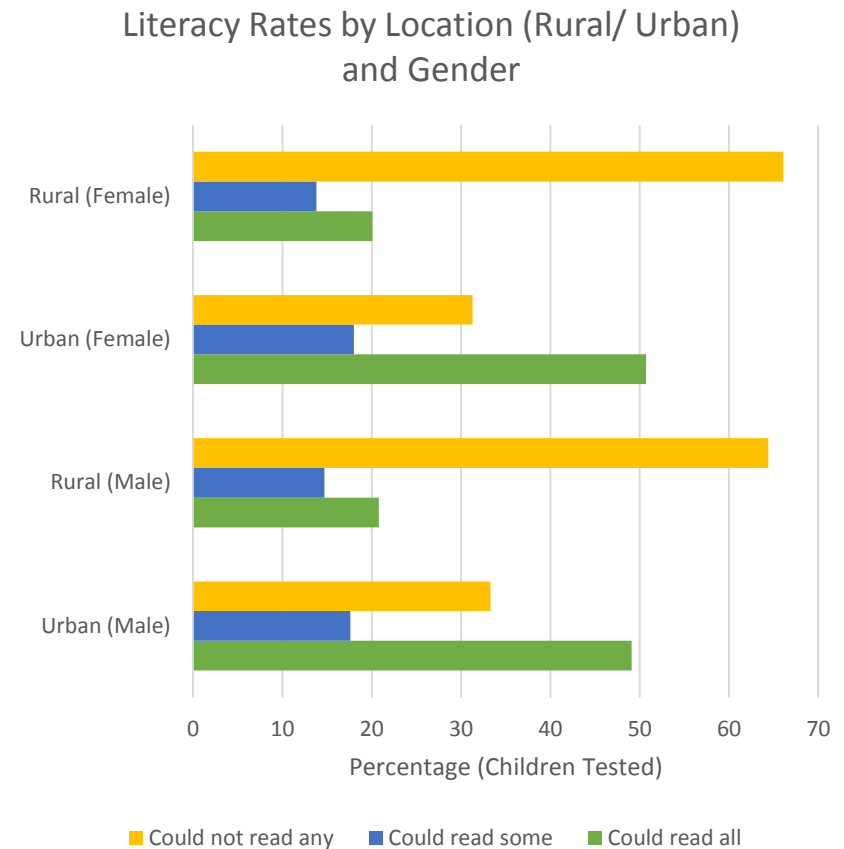
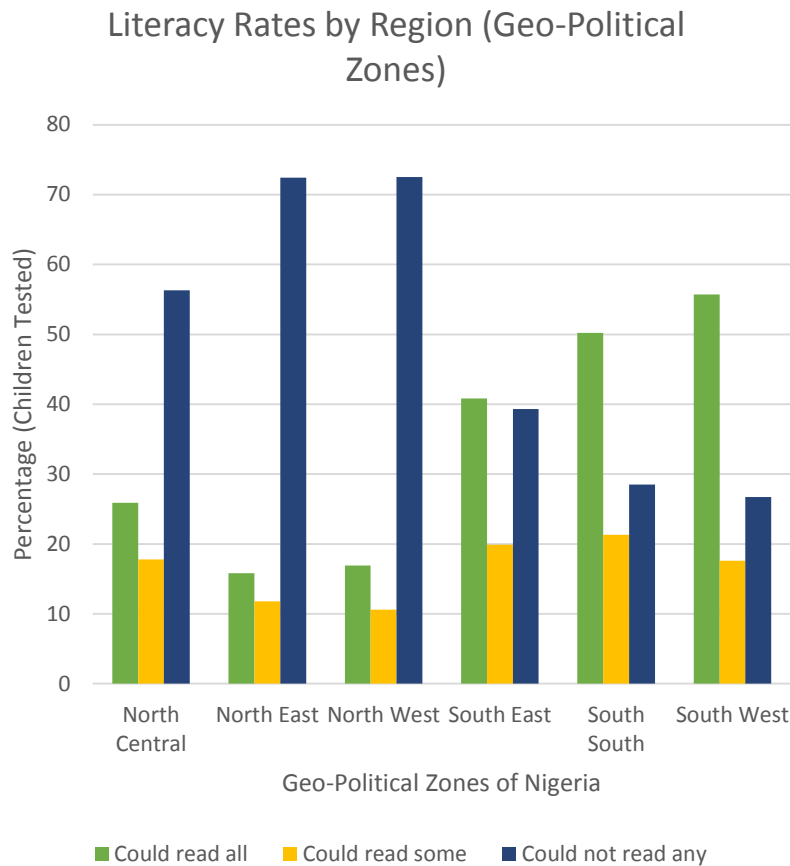
- Primary school-aged children (6-11 years) are barely able to read, with almost 60% unable to read at all
- Only 20% of children living in rural areas were able to read



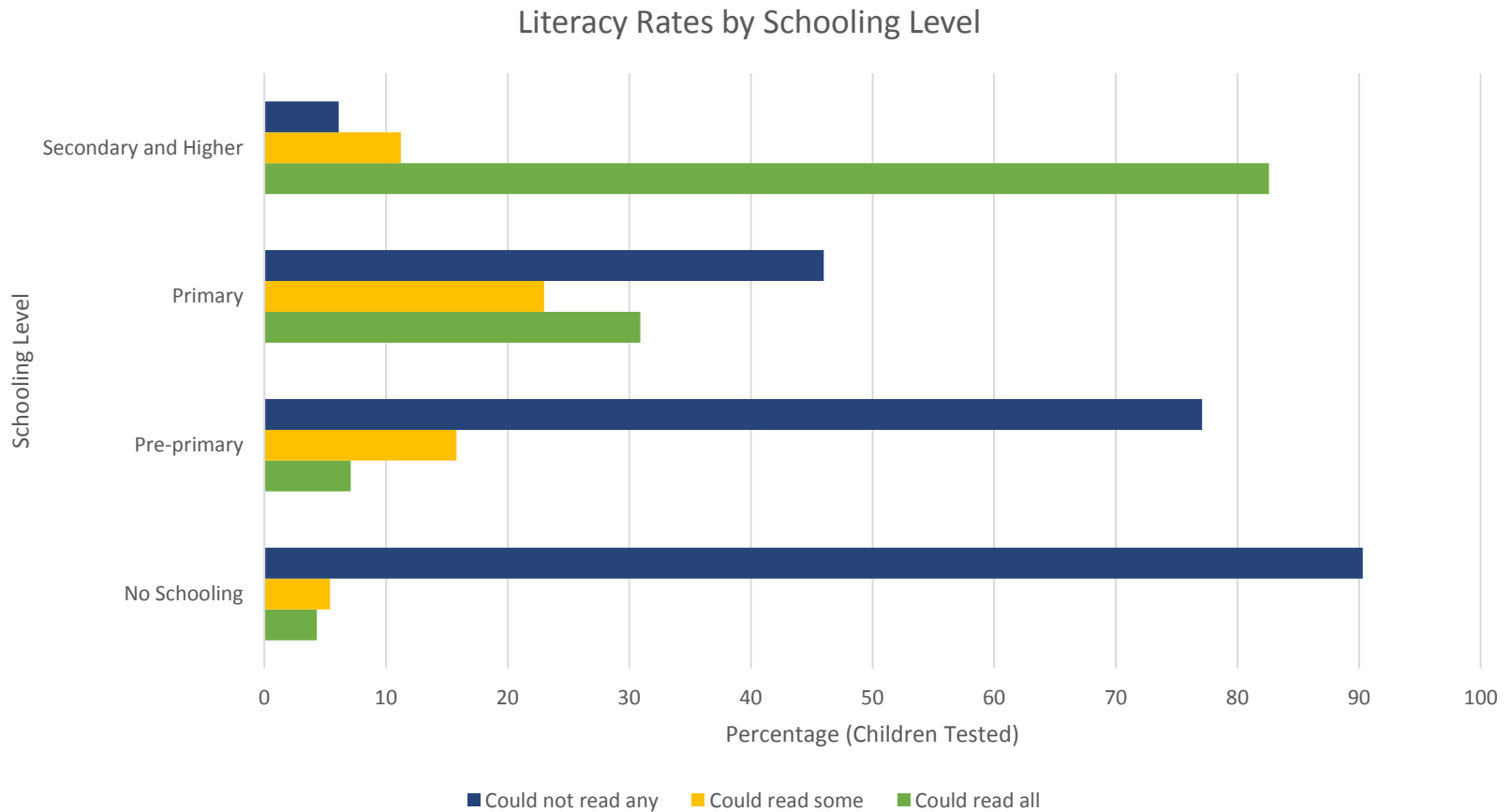
**NOTE: Children were considered literate if they could read at least one of three words in English or one of three National languages on a presented flashcard (NPC, 2015).**  
 Source: 2015 National Education Survey (NEDS) by National Population Commission (NPC)

More than 50% of children living in the northern regions of Nigeria are unable to read

Almost 65% of children aged 5-16 years living in rural areas are unable to read at all



“As children progress through school, an ever-increasing proportion falls behind grade-appropriate standards of numeracy and especially English literacy” (ESSPIN 2013)

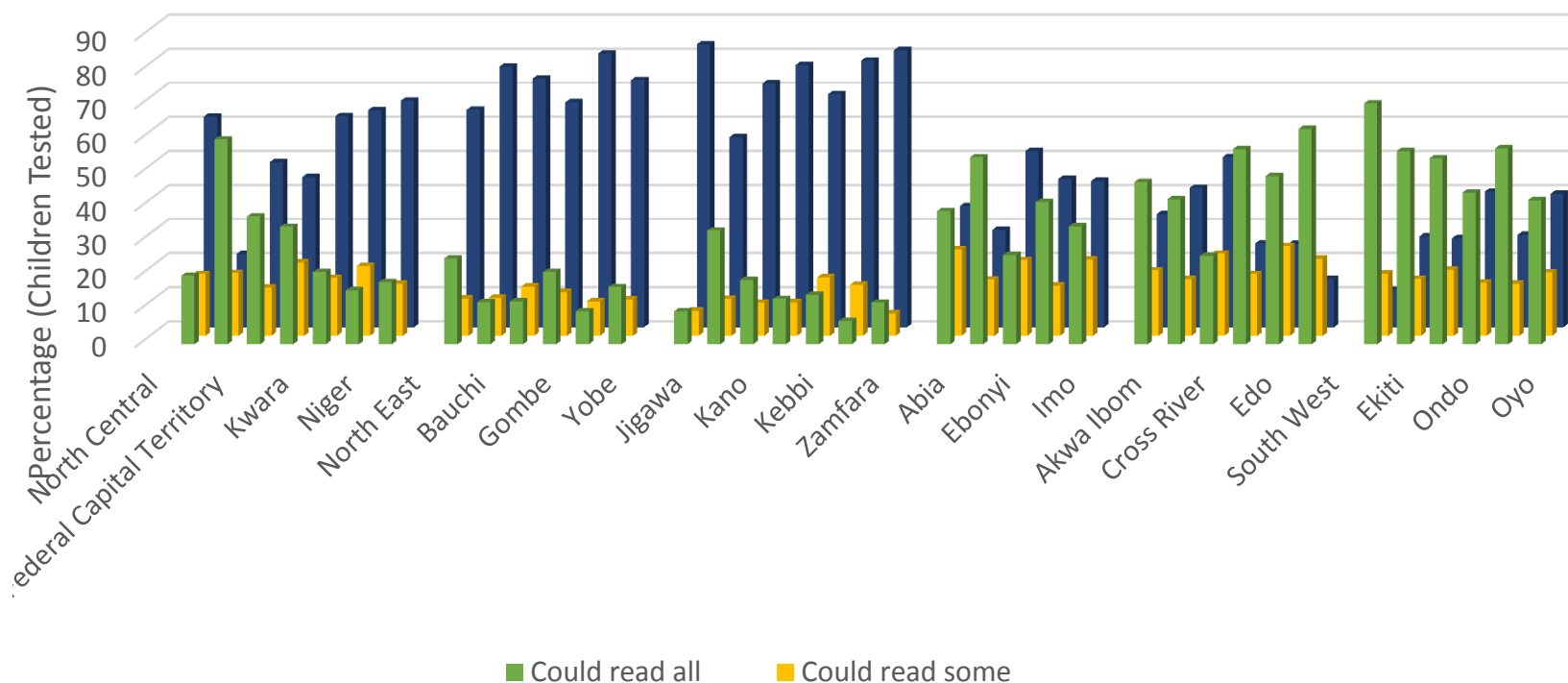


# Equity



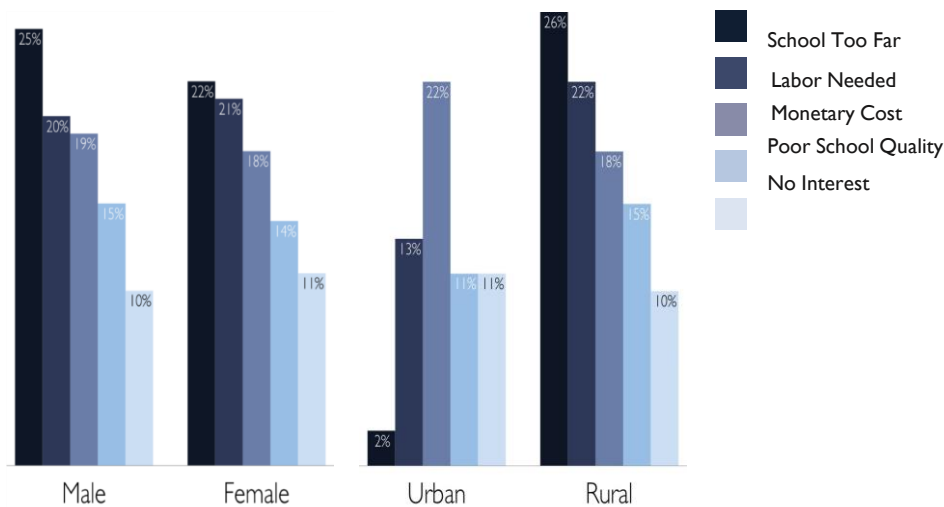
The chart below shows Lagos and Rivers are the best performing states while Jigawa and Zamfara are the worst performing states

Literacy Rates by State

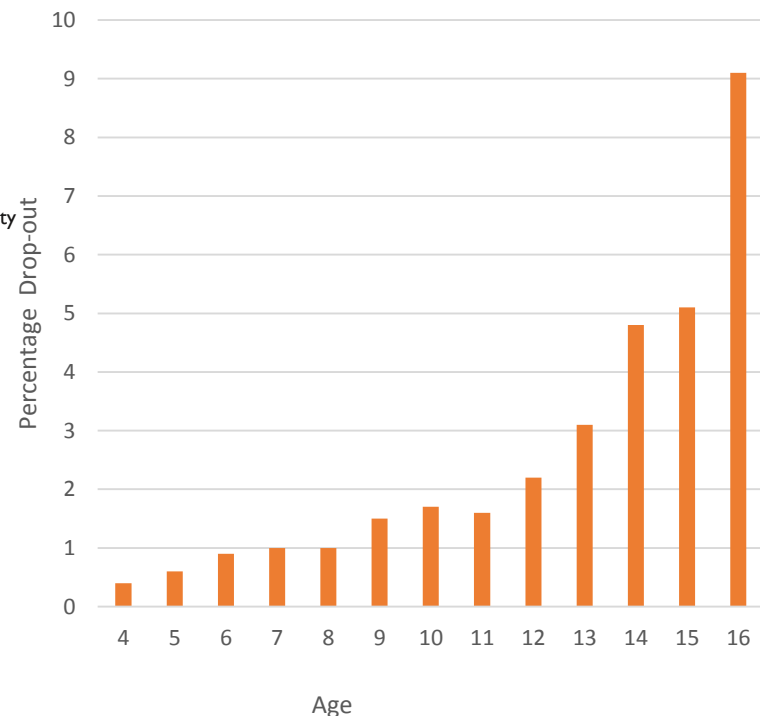


Adding to the inequality is the rate at which girls drop out of school. Data from the 2015 National Education Data Survey show that girls drop out of school for two major reasons: school distance from home and paid / unpaid care work

**Top Reasons for Drop-outs by Gender and Location**

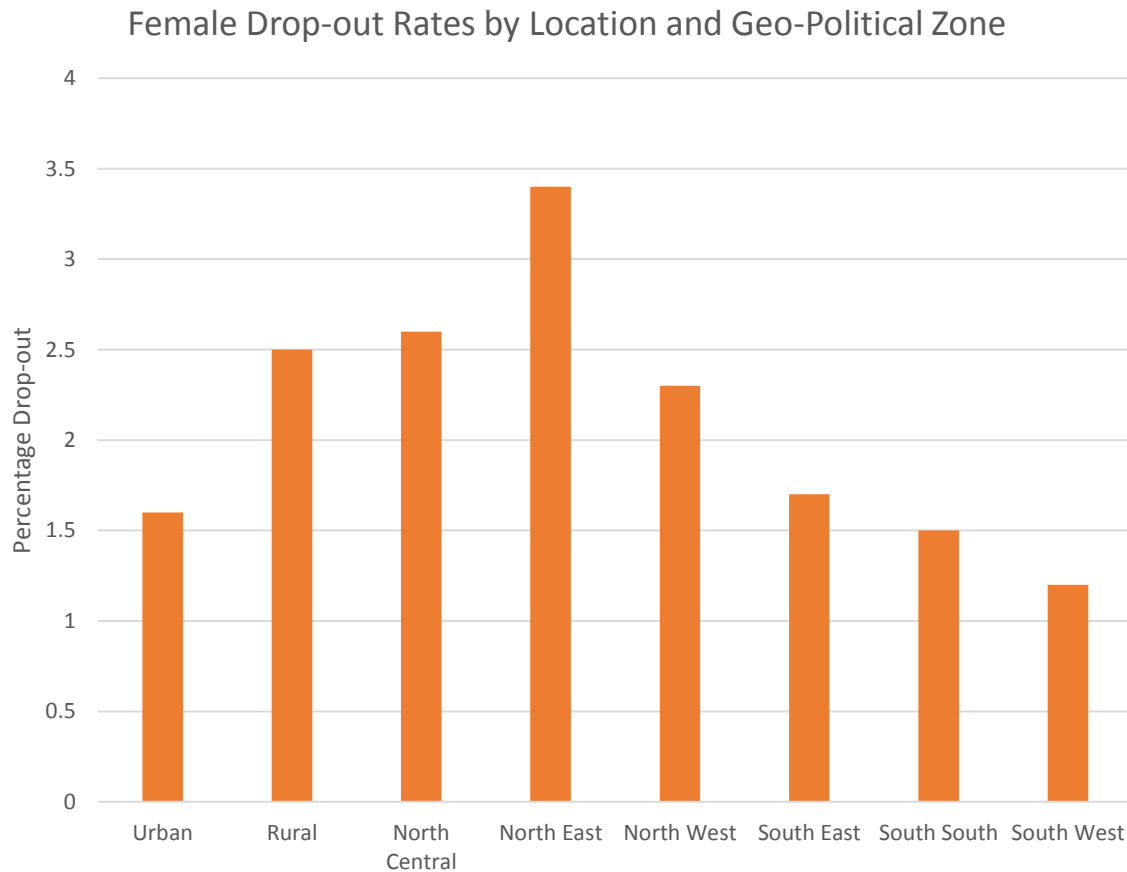


**Female Drop-out Rates by Age**





The North-Eastern part of Nigeria had the highest female drop-out rates in 2015; and there were more female drop-outs in rural schools than in urban schools in the same year



However, according to a baseline study carried out by ActionAid International for their Transforming Education For Girls in Nigeria and Tanzania (TEGINT) project, girls living in more remote areas with the highest poverty levels, poorest facilities, longest distances to school and more entrenched practices of early marriage are the least likely to articulate the problems they face with accessing schooling opportunities (Unterhalter & Heslop, 2011)

(The TEGINT project covers eight states in northern Nigeria (Bauchi, Gombe, Kaduna, Katsina, Nassarawa, Niger, Plateau and Federal Capital Territory)

Source(s): National Population Commission (NPC). 2015 National Education Data Survey (NEDS) Report.

UNESCO (2014). *Teaching and learning - Achieving Quality For All*. EFA Global Monitoring Report 2013/4. United Nations Educational, Scientific & Cultural Organisation (UNESCO)

Unterhalter E., Heslop J. (2011). *Transforming Education for Girls in Nigeria and Tanzania: A cross-country analysis of baseline research*. Institute of Education, University of

# Utilisation and impact of the information produced by LEARNigeria

## Policy level

- Consistent, reliable data on learning levels of all children, especially those out of school, for whom there is little systematic data
- Potential to integrate citizen perspective into the national MLA Framework
- Effective Collaboration = Acceptance

## Community level

- Equip/empower a critical mass of citizens with skills in research, communication and advocacy
- Provide a platform for key community-level stakeholders to coalesce around the important theme of learning
- Catalyse interventions at community level

## Crosscutting

- Strengthen public and non-state collaboration and cooperation e.g. National Bureau of Statistics supporting volunteer training



# Citizen involvement in LEARNigeria

## Highlights

- We are ALL citizens - participatory approach to design and implementation
- Local community-based partners engaged in pilot states
- Partners recruited over 70 volunteers for assessment and administration of survey instruments
- Volunteers trained on data collection, household mapping/listing by the NBS and implementing organization

## Key issues

- Volunteerism in Nigeria? Yes!
- Capacity issues pertaining to data collection? Yes! Several rounds of training
- Interest in and capacity to implement learning interventions? Yes!
- Higher grade assessments – compatible with volunteer approach?

“because the office of the **citizen** is the highest in the land...” - **Oby Ezekwesili**

. Former Minister of Education

. Founder *BringBackOurGirls*

. Member, LEARNigeria Steering Committee



Thank you!

@lear\_nigeria