

NIGERIAN EDUCATION IN FOCUS



ISSUE 2



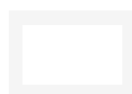
RECENT HAPPENINGS

Senate passes Education Bill 2019

The Senate has passed the National, Minimum Standards and Establishment of Institutions (Amendment) Bill, 2019 (SB. 559) which seeks to amend National Minimum Standards and Establishment of Institutions) Act CAP E3 LFN 2004 by providing regulatory bodies with effective tools to enforce national minimum standards in the sector. [Read more](#)

FG, others seek industry, academia partnership for varsities' growth

The Federal Government and stakeholders in academia and private sector have reached a consensus to revitalize tertiary education in Nigeria. This will help enhance human capital development and solve the problem of skill mismatch that has plagued the labor market. [Read more](#)



Enugu State Plans to Establish New University

Enugu state governor Ifeanyi Ugwuanyi has laid the foundation for the proposed University of Education in Awgu Local Government Area of the state. The governor, in his speech stated that the institution would bring positive transformation of the socio-economic activity of the area. [Read more](#)

NUC PROCESSING APPLICATIONS FOR 303 NEW PRIVATE UNIVERSITIES

The Executive Secretary of the Nigerian Universities Commission (NUC), Prof. Abubakar Rasheed says the commission is currently processing the application of 303 new private universities to meet the teeming demand of tertiary education in the country. According to the Secretary, the applications were received from group of individuals, corporate bodies, foundation and faith-based organization. [Read more](#)

DATA SPEAKS

Focus in this issue: Inclusiveness in education

Inclusive education implies that education (quantity and quality) is accessible to all children, irrespective of their individual circumstances. However, in Nigeria, some vulnerable groups of children [are found to be excluded from quality education](#). These include children with disabilities, children from nomadic groups, many of the children in the Almajiri education system, and internally displaced children. Worryingly, the socio-cultural and economic backgrounds of children in Nigeria continue to influence their access to education.

Furthermore, education data shows gaps in access and learning between the popular dimensions of exclusion: gender, location of residence, region, and wealth. These figures often mask the most critical dimensions and their underlying drivers. Such insights are what CSEA's ongoing research project, on Educational Performance in Nigeria under the framework of the Southern Voice on the [State of the SDGs \(SVSS\)](#), aims to unveil.

In this issue, we highlight some equity concerns relating to access and quality of basic education in Nigeria.

1. Access

Figure 1 below shows the percentage of children that have never attended school, disaggregated by their economic background. Despite improvements between 2010 and 2015, it is clear that most gains in access accrued to the intermediate wealth quintiles, with most children in the poorest households still excluded. However, walking time to school has fallen, especially for children from the poorest households (Figure 2). Yet, for these poorest households, the remarkable improvement in proximity to schools has not been reflected in attendance by their children. This signals that factors other than proximity to school are hindering their access to school.



Figure 1: Proportion of children who have never attended school, by wealth quintile

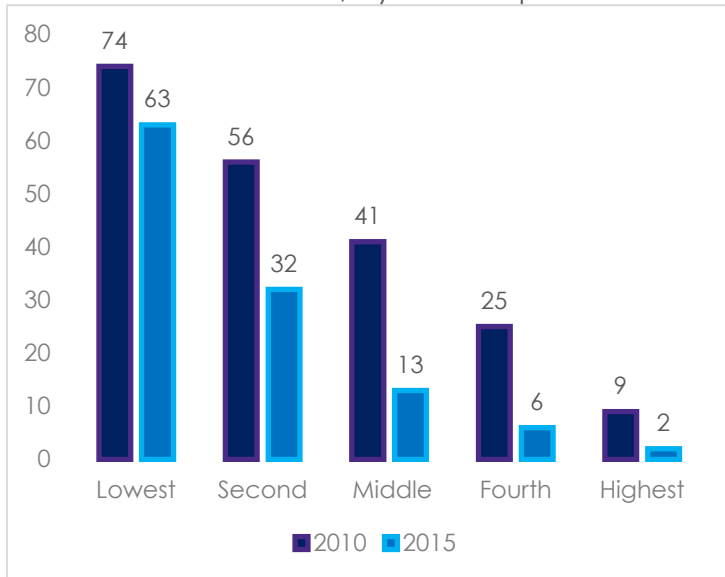
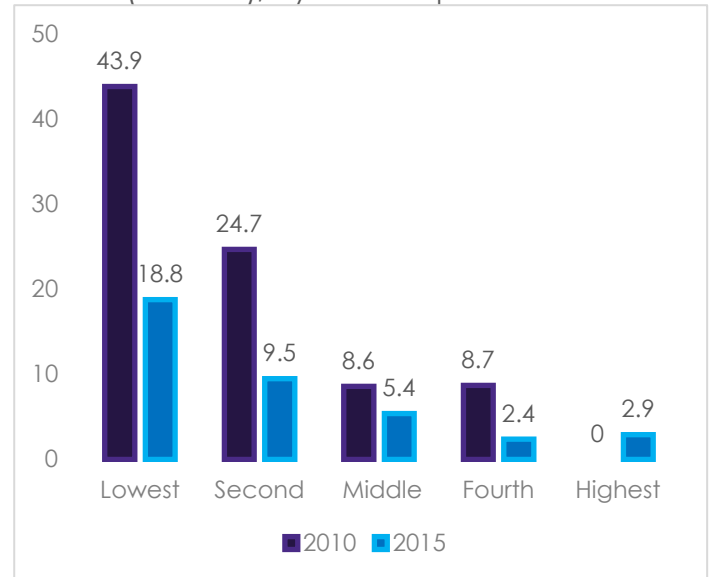


Figure 2: Mean reported walking distance to school (minutes), by wealth quintile



Source: Nigeria Education Data Survey (2010, 2015)

The other factors may include non-tuition costs that households have to bear, opportunity cost of sending kids to school, attitudes towards formal education, poor school quality, etc. The recent case of [Success Adegor in Delta State](#) illustrates clearly how auxiliary cost of education is driving exclusion. According to NEDS (2015) data, 93.7% of the poorest households reported one or more types of school-related expenditure, despite basic education being free and compulsory in principle. Furthermore, children from poorer households spend less time in school than their counterparts from wealthier households. For instance, 79% of children from the richest households spend at least 7 hours in school compared to just 25% of children from the poorest households. Moreover, the time spent away from school by children from poorer households is often not used for learning-related activities. About 76% of the children from the poorest households do no homework outside school relative to only 16.4% of children from the richest households.

2. Quality

Figure 3 below provides a very simplistic measure of education quality, the ability to read three pre-school level sentences. The figure shows how equitable basic learning is across socioeconomic groups. Specifically, it is observed that children from wealthier households maintain an edge in learning over their counterparts from households in lower wealth quintiles throughout the ten-year period of basic education in Nigeria. Strikingly, it takes until Primary 5 for half of the children from the lowest wealth quintile to become literate, a full 5 years behind the children from the highest wealth quintile.

One can observe similar results when we consider another measure of quality education, numeracy (Figure 4). The children from poorest households are left behind and only until Primary 4 are half of them able to become numerate. Again, a full 5 years behind children from the wealthiest households.

It takes 6 years of schooling for half of the children from the poorest households to become literate.

Figure 3: Percent literate, by grade and wealth quintile

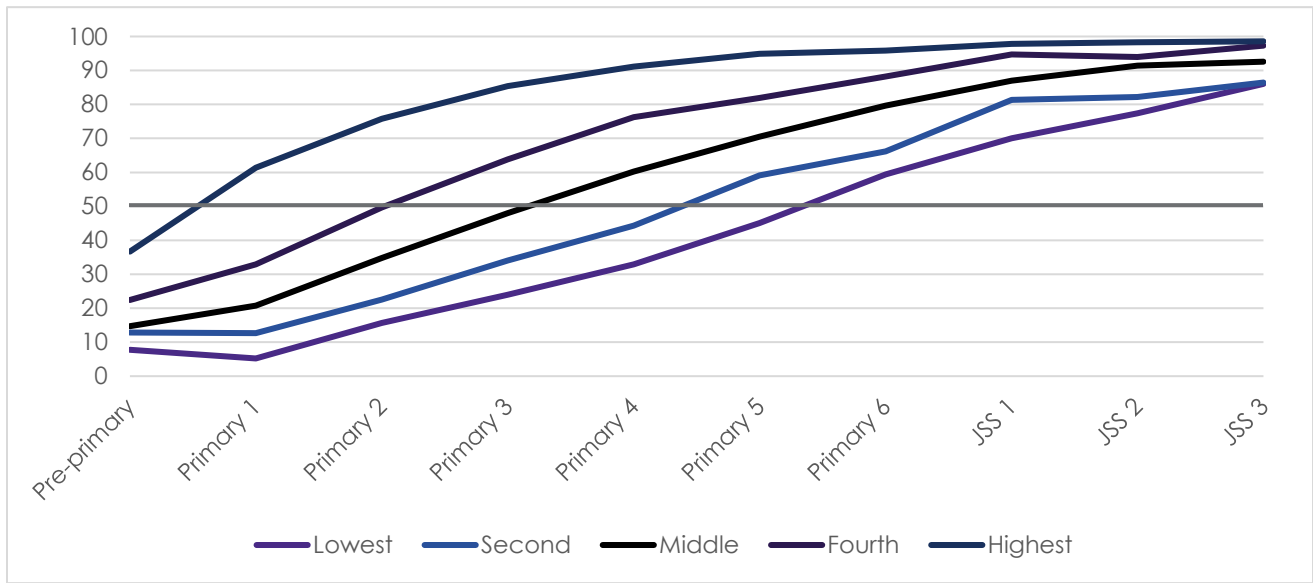
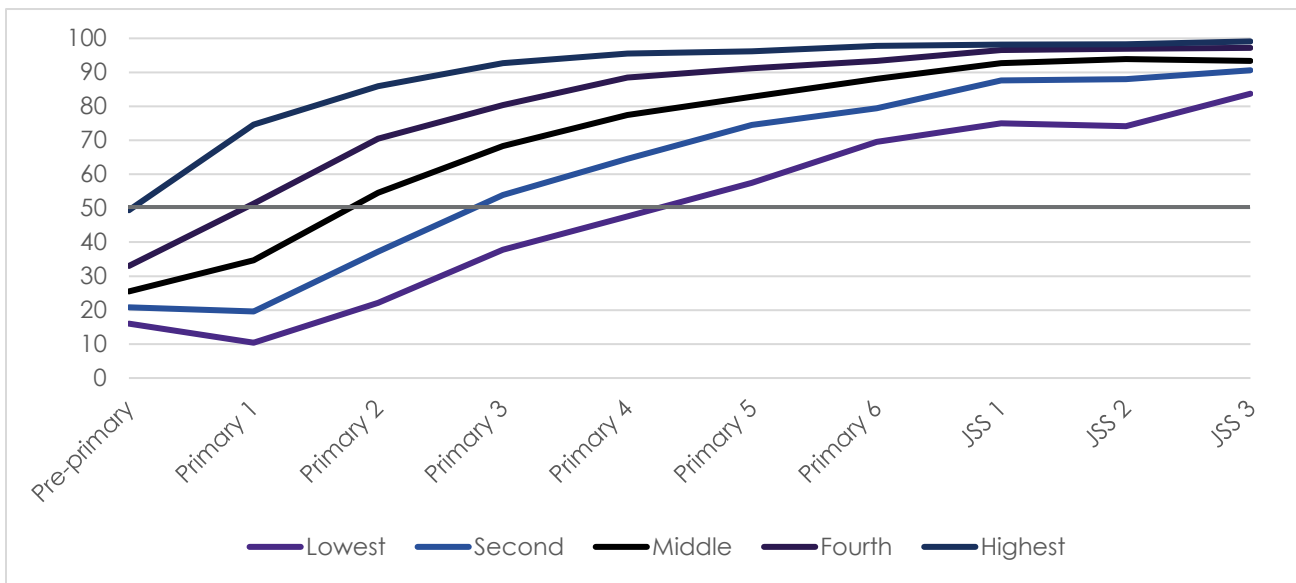


Figure 4: Percent numerate, by grade and wealth quintile



Source: Nigeria Education Data Survey (2010)



- High turnover rate of teachers is a major concern within the Nigerian education sector. By some estimate, more than [10% of teachers](#) in Nigeria quit the profession every year. The effect of teachers' turnover on education system is severe, with negative impact on instructional quality, education planning and budgeting and importantly student achievement. Proactive policy response to stem the trend is crucial; but it has to be based on robust evidence on the underlining causes of teachers' turnover.

[A 2019 study by Ajayi and Olatunji](#) elicits some useful evidence that should be of interest to policymakers. The authors find that the leading cause of the turnover intention among teachers is job dissatisfaction. The specific drivers of job dissatisfaction found to be important include: remuneration, career progression, autonomy and quality of supervision, fringe benefits, rewards for performance, rules and procedures, nature of work and communication. The second important factor influencing turnover intention is work-family conflict and this is followed by the effect of teaching on personnel health (physical and mental). In all, these three factors accounted for 71% of the turnover intention variance and therefore highlight areas that are amendable to policy fine-tuning.

- At the global and national levels, much efforts have been focused on eliminating inequality within the education system. The policy interventions have mostly centered on two areas: improving education attainment and quality of education, especially ability to read and write. However, a new strand of literature is drawing attention to why inequality might persist or simply evolve to other forms within the education system. According to Effectively Maintained Inequality (EMI) postulated by [Lucas \(2001\)](#), the socioeconomically advantaged in a society will use their socioeconomic position to secure, both quantitatively and qualitatively, better educational outcomes. For instance, if education attainment is equalized in the society, other form of inequality might emerge such as in school choice or area of study, which make educational inequality to be effectively maintained.

The empirical tests of this theory, mostly in developed countries, have largely confirmed its pessimistic predictions. While one might hope such prediction fails in developing countries context that are mostly still battling inequality in education quantity, a pioneering study for Africa, in the case of South Africa, punctured this expectation. [Mckeever \(2017\)](#) finds that the advantaged group in South Africa has effectively maintained inequality in both quality and quantity of education, through studying science and mathematics-based courses. Relating this to Nigeria, the wide gap in education attainment and learning between poor and wealthy households are instances of EMI in operation. A crucial point from this line of enquiry is that education in many ways could serve as a tool to perpetuate inequality within a society.

