

**RESEARCH PROJECT:**

**INCREASING ACCESS TO QUALITY EDUCATION FOR RURAL AND MARGINALISED CHILDREN IN WEST AFRICA— A COMPARATIVE STUDY OF ACCELERATED EDUCATION AND GIRLS FOCUSED PROGRAMMES IN GHANA, NIGERIA AND SIERRA LEONE.**

**COMPREHENSIVE ANALYSIS REPORT**

## **Acknowledgement**

This report was prepared by Oreoluwa Adenuga and Adedeji Adeniran. The Centre for the Study of the Economies of Africa (CSEA) would like to acknowledge the financial support provided by the International Development Research Centre (IDRC) and the Global Partnership for Education Knowledge and Innovation Exchange (KIX). This report is part of the West African IDRC - KIX study: “A Comparative Study of Accelerated Education and Girls’ Focused Programs in Ghana, Nigeria and Sierra Leone”.

The authors acknowledge the efforts and contributions of Associate for Change (AFC) and Dalan Development Consultants. We express our gratitude to Leslie Casely-Hayford for her exemplary leadership on the West African IDRC - KIX project.

Also, the authors acknowledge the useful comments and review provided by the CSEA country research team of: Chukwuka Onyekwena, Ayodotun Ayorinde, Kashema Bahago and Ezra Ihezue, and the international expert panel of: Ricardo Sabates Aysa, Dozie Okoye and Mohammed Abango. We also express our gratitude to the education innovators: Kanem Borno Human Development Association (KABHUDA) and Horn of Hope Vision for Peace and Community Development (HOHVIPAD), for their contribution, by providing relevant information and support in data collection on the implementation modalities around Accelerated Education Programs in Nigeria.

The authors are solely responsible for the opinions and recommendations made in this report.

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## **Acronyms**

ACES - Assessment of Children's Emotional Skills  
AENN - Addressing Education in Northeast Nigeria  
AEP - Accelerated Education Programme  
DFID - Department for International Development (DFID)  
DHS - Demographic and Health Surveys  
ECR - Education Crisis Response  
EGMA – Early Grade Mathematics Assessment  
EGRA – Early Grade Reading Assessment  
FHI 360 – Family Health International  
G4G - Girls for Girls Initiative  
HOHVIPAD - Horn of Hope Vision for Peace and Community Development of Nigeria  
IDP – Internally Displaced Person  
INEE - Inter-agency Network for Education in Emergencies  
IRC - International Rescue committee  
KABHUDA - Kanem Borno Human Development Association  
LGA - Local Government Area  
MICS - Multiple Indicator Cluster Survey  
MOE - Ministry of Education  
NACA - National Agency for the Control of Aids  
NBS - National Bureau of Statistics  
NPHCDA - National Primary Health Care Development Agency  
NEDS - Nigeria Education Data Survey  
NFLC – Non-formal Learning Centres  
NHF - Nigeria Humanitarian Fund  
NMEP - National Malaria Elimination Programme  
NPC - National Population Commission  
OOS - Out of School  
OOSC - Out of School Children  
SEL – Social Emotional Learning  
UBEC - Universal Basic Education Commission  
UIS - UNESCO Institute for Statistics  
UN-OCHA - United Nations Office for the Coordination of Humanitarian Affairs  
UNESCO - United Nations Educational, Scientific and Cultural Organization

UNHCR - United Nations High Commissioner for Refugees  
 UNICEF - United Nations Children’s Fund  
 USAID - United States Agency for International Development  
 WASH - Water, Sanitation and Hygiene  
 WDI - World Development Indicators  
 WFP - World Food Programme

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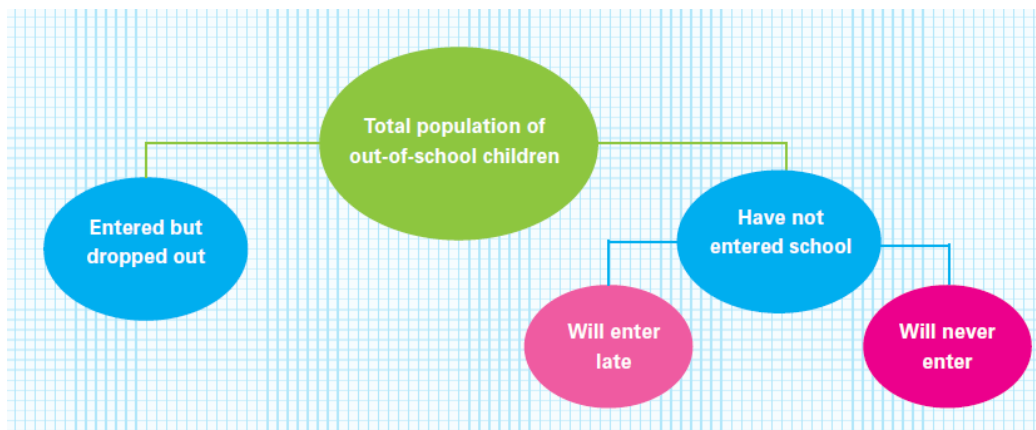
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# 1. Introduction

The number of out-of-school children (OOSC) in Nigeria has increased at an alarming rate over the past years, reaching approximately 10.5 million children. According to the global out-of-school statistics compiled by the UNESCO Institute for Statistics (UIS), this figure is the highest any country has ever recorded. UNICEF (2022) corroborates the high OOS rates in Nigeria, reporting that one in every five out-of-school children in the world is a Nigerian. The statistics are even much worse in the Northern part of Nigeria compared to other parts of the country. Net school attendance rate in Northern Nigeria, for example, is 53 percent, indicating high dropout risk. This is not withstanding continuous efforts by the federal government to enhance access to education (primary to junior secondary level) by making it free and compulsory. Evidence suggests that the high out-of-school risk in Northern Nigeria is largely associated with conflict situations and other disturbances, though socio-cultural norms, economic barriers, among others, still play a significant role. Girls are particularly affected by conflict situations and other forms of crisis. In the North-Eastern and North-Western regions of the country, where conflicts are rife, primary school net attendance rate for females is low at 47.7 percent and 47.3 percent, respectively (UNICEF, 2022).

According to the UNESCO Institute for Statistics (2022), children, adolescents, and youths are categorised as out-of-school if they are not enrolled or attending school during a given academic year. UNICEF (2015) and UNESCO (2015) classify such children into two groups: 1) those who entered school but dropped out and 2) those who have never entered school. Children who have not entered school are divided into two subgroups including: a) those who will enter late and b) those who will never enter. This classification is highlighted in Figure 1 below. The expression “never entered school” is applied to refer to children who have no form of exposure to formal school (UNICEF, 2015; UNESCO, 2015). Those who fall under the category “will enter school late” normally experience delay after reaching the appropriate age for school enrolment. However, an increase in this delay could lead to an increase in the risk of dropping out or low level of pupil academic achievement (UNICEF, 2015; UNESCO, 2015). Aside the above classification criterion, UNICEF has developed the 5 dimensions of exclusion model, denoted as D1 to D5. This model is based on the educational situation of countries and the official age groups for school attendance. Further into this paper, the 5 dimensions will be explained.

**Figure 1: Classification of the Out-of-School Population, By School Exposure**



Source: UNICEF and UNESCO Institute for Statistics (2015).

The categorisation is based on several factors that fall under demand and supply barriers. These barriers include but not limited to child marriage, early pregnancy, distance to school, conflict, quality of school infrastructure, availability of qualified teachers, poverty, religious and cultural reasons. Evidence from research shows that these barriers hinder a child’s access to quality education. The evidence further suggests that these barriers could be disaggregated by gender, as girls mostly suffer extreme levels of marginalisation in terms of access to education. This will be further explained in this paper.

Due to the barriers stated above, education interventions have been developed to counteract the high OOSC rates in Nigeria. One of these interventions include the Accelerated Education Program (AEP). UNHCR (2021) defined AEPs as “flexible, age-appropriate programs, run in an accelerated time frame, which aim to provide access to education for disadvantaged, over-age, out-of-school children and youth – particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis.” Due to national education policies, learners are prevented from enrolling in primary school after a certain age, hence, older students tend to drop out because of their inability to enrol into formal school. However, AEPs enable older children and adolescents to access age-appropriate education, as their number of years in a learning cycle is reduced. Hence, once the AEP intervention has been completed, learners are provided with foundational knowledge that puts them at par with their counterparts and subsequently helps in integrating them into formal schools (INEE, 2022). In Nigeria, several AEP interventions have been implemented such as Education Crisis Response (ECR), Addressing Education in Northeast Nigeria (AENN), etc. These programs have been implemented in the Northern part of Nigeria amid increasing numbers of OOSC due to high level of insurgency in the region. Relevant information on the implementation of AEP interventions in Nigeria will be explained further in this paper.

In this paper, we analyse the available datasets that provides the estimation of out-of-school children in Nigeria. The findings are disaggregated by gender, residence (urban and rural), geopolitical zones, and wealth quintile. Section 2 provides an overview on the purpose and objectives of this comprehensive study. Section 3 provides information on the methodology used in the paper. Section 4 summarises each of the available datasets that provides estimates on out-of-school children in Nigeria. Section 5 gives a brief overview on the UNESCO framework and how the available datasets fit into the model of the framework. Sections 6 and 7 provide a national and regional level analysis on the OOSC situation across primary and secondary schools. Section 8 provides a programmatic analysis using information from our education innovators. Also, section 9 gives an insight on the demand and supply barriers that hinder a child's access to education. Section 10 discusses the findings from our analysis and section 11 concludes the paper and proposes some recommendations.

## **2. Purpose of the Comprehensive Analysis**

The overarching goal of this comprehensive analysis is to synthesize information on the number of OOSC in Nigeria over the past ten years focusing on education barriers, access, participation, and formal school completion rates. AEP interventions that have been implemented in Nigeria will also be evaluated. The comprehensive analysis will contribute to answering research questions one, two, and three of the larger study.

**Specifically, the comprehensive analysis seeks to:**

1. Determine the scale and prevalence of OOSC across different levels of disaggregation
  - a. National, regional, and programmatic
  - b. Gender
  
2. Assess the profile of the different OOS *populations (based on the UNICEF's model of educational exclusion) with emphasis on*
  - a. Analysis by region, locality, gender, ethnicity, and wealth status
  
3. Determine the drop-out rate particularly for girls

### **2.1 Research Questions**

This comprehensive analysis is a synthesis of reports, assessment, evaluations, and research studies conducted on out of school children in Nigeria to answer the following questions.

1. What is the effectiveness, efficiency, and adaptability of education innovations in relation to the general OOS situation as well as gender gaps in schooling?



- a. What is the scale and prevalence of the out-of-school phenomenon among girls and boys of different ages and socio-economic backgrounds in selected rural zones across the country?
  - b. What are the profiles of the different categories of OOSC?
  - c. What is the drop-out rate across the various innovations, particularly for girls?
2. How can effective approaches be adapted and scaled up by government actors to enhance universal access to primary and secondary education in Nigeria?

### **3. Methodology**

Since this comprehensive analysis is targeted at obtaining programmatic outcomes, the search methodology follows a three-stage information search process.

1. The first stage of the information search entails the collation of available datasets that generate OOSC statistics on Nigeria.
2. The second stage entails retrieval of reports, assessments, research, and evaluations from the innovation implementers participating in this project. The purpose of this review is to obtain an in-depth understanding of their implementation strategies, outreach, and impact of their projects on education access in Nigeria. The information provided will be used to draw data on enrolment, retention, and transition of AEP graduates.
3. The third phase of the information search involves an online search for empirical evidence on OOSC situation in Nigeria, using search engines such as Google Scholar, PubMed, Web Science Core, ERIC, and WorldCat. In addition, searches were conducted on selected databases including the UNESCO Institute for Statistics (UIS) database, the World Development Indicators (WDI) database, UNICEF's database, and other similar databases, to draw data on the OOSC numbers, education barriers, and others.

## **4. Available Datasets on Out of School Children in Nigeria**

### **4.1 Multiple Indicator Cluster Survey (MICS)**

The study utilizes the most recent Multiple Indicator Cluster Survey (MICS) in Nigeria, 2016-17, which was conducted by the National Bureau of Statistics (NBS) in collaboration with United Nations Children's Fund (UNICEF). MICS 2016-17 collected data on indicators related to child mortality; child and maternal nutrition; child health, reproductive health; water and sanitation; child development; literacy and education; child protection; knowledge of HIV and AIDS; access

to mass media and use of information and communication technology, among others. The survey provides estimated disaggregation of Nigeria's out-of-school numbers by states, geopolitical zones, sex, age, residence (urban and rural), mother's education and wealth quintiles. (NBS and UNICEF, 2018).

This survey provided relevant information on the out of school situation in Nigeria, across pre-secondary and secondary levels of education. The survey established that the level of school readiness was low. Only 39 percent of children enrolled in the first grade of primary school had attended pre-school in the previous year. The net intake rate in primary education was 39.4 percent while the primary school completion rate was 63 percent. Furthermore, three in five of primary school age children were in school and only two in five of secondary school age children were in school. In addition, the gender parity for primary school was 1.00 while that of secondary school was 0.97. (NBS and UNICEF, 2018).

The primary objectives of the MICS are to:

- "Provide up-to-date information for assessing the situation of women and children in Nigeria" (NBS and UNICEF, 2018).
- "Contribute to the generation of baseline data for the SDGs" (NBS and UNICEF, 2018).
- "Generate data for the critical assessment of the progress made in various programme areas and to identify areas that require more attention" (NBS and UNICEF, 2018).
- "Provide disaggregated data to identify disparities among various groups to enable evidence-based actions aimed at social inclusion of the most vulnerable" (NBS and UNICEF, 2018).
- "Furnish data needed for monitoring progress toward goals established in the post millennium declaration and other internationally agreed goals, as a basis for future action" (NBS and UNICEF, 2018).

## **4.2 Ministry of Education (MOE)**

The 2015/2016 dataset captured information of almost all tiers of the Nigerian Education system: comprising pre-primary, primary, secondary, adult, and non-formal, etc. The collated information was disaggregated according to gender, location (rural and urban), and state. Also, they found that there are 35.08% of OOSC in Nigeria within the age group of 6 to 11 years. The gender disaggregated information shows that 16.97% males and 18.11% females of school age are out-of-school. According to the 2019 Nigerian Federal Ministry of Education Digest, 28,078,437 children were enrolled in public and private primary schools in 2018/2019. While

in 2017/2018, 27,889,387 children were enrolled in public and private primary schools. Regarding junior secondary schools, the enrolment statistics show that in 2018/2019, 7,351,516 children enrolled in public and private schools compared to the 6,841,953 children who enrolled in 2017/2018. Similar to the statistics for primary schools, there was an increase in the enrolment rate of children in junior secondary schools across the country. The digest covered other areas including national and state level information on teacher qualifications, school facilities, and infrastructure (FME, 2019).

One key challenge, according to the 2019 Nigerian Federal Ministry of Education Digest, is the absence of accurate and reliable data. Effective policy formulation in the Education sector will be a far cry in the absence of data driven evidence-based decision making. Reliable and accurate data are the only way to guarantee optimal allocation of resources to address critical gaps in education services delivery. Hence, the need to capture accurate data to ensure the progress and improvement of the education sector.

### **4.3 Nigeria Education Data Survey (NEDS)**

The 2015 Nigeria Education Data Survey (NEDS) is a sample survey that is used to analyse the OOS situation in Nigeria. It includes vital information about the reasons for school-age children who are not enrolled in school or drop out of school after enrolling, household expenditures on schooling, parents'/ guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, and frequency of and reasons for absenteeism.

The survey collates information on children in pre-primary, primary and junior secondary education and these levels of education correspond to ages 3 to 5 years, 6 to 11 years, and 12 to 14 years, respectively. The data is disaggregated according to gender, location (rural and urban), wealth quintiles. (NPC, 2015).

Also, the survey provides information on the level of literacy and comprehension of children across the stated age groups and class grade. Also, it provides information on the net and gross attendance ratios. The data shows that across primary and junior secondary schools, attendance ratios are lower in the northern part of the country and higher in the southern regions. In addition, relevant information on Islamic schooling across all regions is provided as well as information on the educational attainment and literacy of parents/guardians (NPC, 2015).

The survey is intended to:

- “Generate data on the schooling status of Nigerian children of basic education age, including factors influencing whether children ever enrol in school and why students drop out of school” (NPC, 2015).
- “Quantify household expenditures on children’s schooling by examining different patterns of expenditure by different background characteristics” (NPC, 2015).
- “Measure parents’ attitudes to schooling, including the quality of schooling and provide an understanding of attitudes that shape their willingness to send their children to school” (NPC, 2015).
- “Measure the frequency of student absenteeism and reasons for missing school in order to suggest possible approaches to maximizing attendance” (NPC, 2015).
- “Provide data that allows for trend analysis and State comparisons” (NPC, 2015).
- “Serve as reference material to basic education managers and administrators at the National, State, and the Local Education Authorities in providing useful information that will affect better planning and decision-making for greater efficiency in the basic education sub-sector” (NPC, 2015).

## **4.4 Demographic and Health Survey**

The 2018 Nigeria Demographic Health Survey (DHS) was conducted by the National Population Commission (NPC) in collaboration with the National Malaria Elimination Programme (NMEP) of the Federal Ministry of Health, Nigeria. The target groups for this survey include women aged 15-49 and men aged 15-59 in randomly selected households across Nigeria. The survey collected data on indicators relating to marriage, adult and childhood mortality, nutritional status of women and children, fertility levels, etc. Also, information on education attainment was collated. The survey provides estimated disaggregation of Nigeria by states, geopolitical zones, gender, age, residence (urban and rural), mother’s education and wealth quintiles. (NPC and ICF, 2019).

The data shows that overall, 36% and 27% of females and males, respectively, in Nigeria, have no education. Also, the percentage of males aged 6 and older in urban areas with no education is 13% compared to 37% in rural areas. Whereas the percentage of females with no education in urban and rural areas is 20% and 49%, respectively. When disaggregated according to geopolitical zones, the North-east has the highest percentage of females and males with no education, at 57.2% and 47.4%, respectively. While the South-south has the lowest percentage of females and males with no education, at 11.2% and 6.4% respectively (NPC and ICF, 2019).

The objectives of this survey are to:

- “Provide up-to-date estimates of basic demographic and health indicators. Specifically, the NDHS collected information on fertility, awareness, and use of family planning methods, breastfeeding practices, nutritional status of women and children, maternal and child health, adult and childhood mortality, women’s empowerment, domestic violence, female genital cutting, prevalence of malaria, awareness and behaviour regarding HIV/AIDS and other sexually transmitted infections (STIs), disability, and other health-related issues such as smoking” (NPC and ICF, 2019).
- “Assist policymakers and programme managers in evaluating and designing programmes and strategies for improving the health of the country’s population. The most recent NDHS (2018) data includes indicators that are relevant to the Sustainable Development Goals (SDGs) for Nigeria” (NPC and ICF, 2019).

## **4.5 Universal Basic Education Commission (UBEC)**

The 2018 UBEC survey provides relevant information on both private and public basic education institutions across the country. The collated information was disaggregated by geopolitical zones, gender, number of alternative schools, enrolment rate, teacher information, quality of school, dropout rate, transition rate, etc (UBEC, 2019).

Relevant information on dropout rates were provided in this survey and it was disaggregated according to gender and geopolitical zones. At the national level, the dropout rate in public schools was 1.53 percent while it was 1.54 percent and 1.52 percent, for both females and males respectively. In private schools, the national dropout rate was 1.38 percent, with the rates for male and female learners reported at 1.39 percent and 1.38 percent, respectively. This shows that more female learners dropped-out of school than male learners in public schools, whereas more male learners dropped-out in private schools compared to female learners. At the regional level, the drop-out rate in both public and private schools varied between 2.3 percent in the South-West and 1.0 percent in the North-West. The South-West had the highest number of dropouts at 2.3 percent while the North-West had the lowest at 1.0 percent (UBEC, 2019).

The objectives of the survey are to:

- “Obtain comprehensive and reliable data on children of school-going-age enrolled in basic education institutions in Nigeria (ECCDE, Primary and Junior Secondary Schools)” (UBEC, 2019).
- “Obtain the numbers, qualifications, and other information of teaching and non-teaching staff in basic education institutions in Nigeria” (UBEC, 2019).
- “Determine the existing basic education personnel in State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs)” (UBEC, 2019).

- “Obtain the indices required to determine Key Performance Indicators (KPIs) of the basic education sub-sector in Nigeria and generate data for tracking the relevant Sustainable Development Goals (SDGs)” (UBEC, 2019).
- “Feed the acquired Basic Education sub-sector data into the National databank by strengthening Basic Education Management Information System (BEMIS) for effective national and global reporting, in line with Nigeria’s Education Management Information System (NEMIS) policy” (UBEC, 2019).

## **4.6 Strengths and Weaknesses of the Datasets**

Table 1 below shows the available datasets on the number of out of school children in Nigeria, including summary of the strengths and weaknesses of each dataset.

As stated earlier, there are some challenges associated with the different datasets, such as the different indicators used to measure the number of OOSC. Also, the different surveys deploy different methodologies, which makes it difficult to obtain comparable data across the different datasets. For example, different age cohorts are used in each dataset – the ministry of education uses the 6 to 11 age cohort while NEDS use 4 to 16 age cohort. Due to these challenges, it is difficult to reconcile the different data streams to obtain comprehensive data on the indicators of interest.

**Table 1: Summary of the Most Recent OOSC Datasets in Nigeria**

<b>Data Set</b>	<b>Approach to data collection</b>	<b>Most recent data availability</b>	<b>Strengths</b>
Ministry of Education (MOE)	This administrative data is collected through the annual school census and the national population census. Data is available for age cohort of 6-11 years by state and gender	2015/2016	It is more up to date than the international sources and contains subnational detail
Nigeria Education Data Survey (NEDS)	This household survey collected data on the age of children at first school attendance, dropout, and parents'/guardians' perception of school quality, including the benefits and demerits of schooling. The age cohort is 4-16 years. It was implemented by National Population Commission (NPC)	2015	It contains critical information on the demand for schooling and parents'/guardians' perceptions of school quality and the benefits and demerits of schooling.
Demographic and Health Surveys (DHS)	The household survey collected data on school attendance for age 6 and older, across gender, location, and wealth quintile.	2018	The collection of multiple indicators rather than a survey focused, specifically on education indicators, means that patterns of enrolment can be validated across indicators

<p>Universal Basic Education Commission (UBEC)</p>	<p>This data is collected through the annual school census in collaboration with states and local governments. The comprehensive data of children enrolled in primary and junior secondary was collated. The age cohort is 6 to 14 years.</p>	<p>2018</p>	<p>It has information not just on the OOS situation but also the teaching and learning conditions</p>
<p>Multiple Indicator Cluster Surveys (MICS)</p>	<p>This household survey was jointly implemented by the National Bureau of Statistics (NBS), the National Primary Health Care Development Agency (NPHCDA) and the National Agency for the Control of Aids (NACA). Interviews were conducted in each household using a questionnaire. The age cohort is 6 to 17 years.</p>	<p>2016/2017</p>	<p>The frequency with which the survey is carried out means that longitudinal trends can be tracked which also means that most recent data can be validated</p>



## 5. UNICEF's Framework and Data Sets

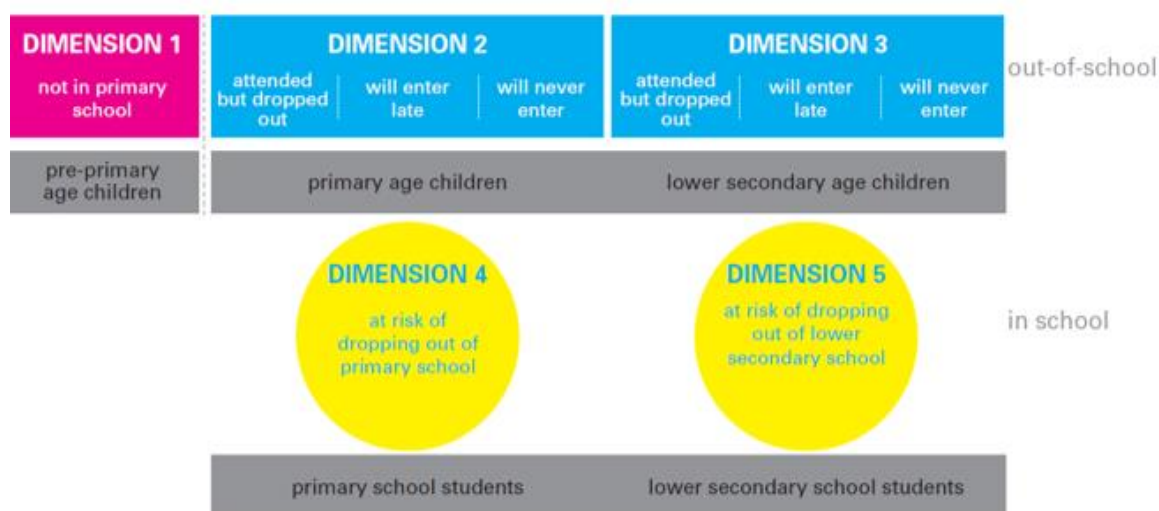
A conceptual framework was developed, and it uses a new approach to analysing the OOS situation on a regional and national basis. The approach uses the five exclusionary dimensions model to determine the number of children from preschool to lower secondary school, who are excluded or at risk of dropping out from school. The five dimensions of exclusion include:

- D1: **children not in pre-school:** this includes children that are old enough to go to preschool but are not attending either preschool or primary school
- D2: **children not in primary school:** this includes children that are old enough to go to primary school but are not attending either primary or secondary school
- D3: **children not in lower secondary school:** this includes children that are old enough to go to lower secondary school but are neither attending primary nor secondary school
- D4: **children at risk of dropping out of primary school:** this includes children that are attending primary school, regardless of their age but are at risk of exclusion
- D5: **children at risk of dropping out of secondary school:** this includes children that are attending lower secondary school, regardless of their age but are at risk of exclusion

Dimensions 2 and 3 are calculated as the ratio between the number of OOSC in the official age groups and the total number of children in the official age groups. While dimensions 4 and 5 are calculated by estimating the percentage of individuals who dropped out of primary and lower secondary school, out of the population of 23- to 24-year-olds. Some indicators that signal the risk of dropping out include but not limited to; absenteeism, low academic performance, and being overaged for the grade.

As shown in figure 2 below, D2 and D3 represent children who have either dropped out, started school late, or will never attend school. This exclusion model helps to understand the different forms of school exclusion and provides basis for analysing the reasons for such situations.

**Figure 2: The UNICEF’s/UIS’s 5 Dimensions of Exclusion**



Source: UNICEF, West, and Central Africa Regional Office (Senegal) (2014)

Table 2 below highlights the suitability of each of the available datasets for estimating data corresponding to the five exclusionary dimensions. As shown in the table, all the available five datasets have relevant information on at least one of the five dimensions. However, the only data set that fits into all the five dimensions, is the MICS dataset. The MICS dataset contains relevant information that fits into all the five dimensions. Also, it provides information on the reasons for the OOS situation in Nigeria. Hence, the MICS dataset will be the major dataset that will be used for analysis in this report, the other datasets will be used to support the analysis of the findings from MICS.

**Table 2: OOSC Datasets in Nigeria and the 5 Exclusionary Dimensions**

	D1	D2	D3	D4	D5
<b>DATASET</b>					
MICS	✓	✓	✓	✓	✓
DHS	X	✓	✓	✓	✓
UBEC	✓	✓	✓	X	X
NEDS	✓	✓	✓	X	X
MOE	✓	✓	✓	X	X

## 6. National Level Analysis

The study will rely heavily on the MICS data to conduct the analysis. This is because the dataset provides comprehensive information on the percentage of OOSC in Nigeria. This information is disaggregated according to gender, wealth index, and residence i.e., urban, and rural. Also, information on all dimensions is provided for the different levels of education (primary and secondary school).

### 6.1 Primary School

The 2016/2017 MICS household survey provided relevant information on the OOSC situation at the primary level. The data, as reported in Table 3, provides information on the different dimensions of OOSC. The data shows that the total percentage of OOSC in primary school is 27.2% but when disaggregated according to gender, some disparities are observed in the figures across all dimensions. The total percentage of boys that are OOSC is 26.5% while the percentage for girls is 27.9%. While the high rates of OOSC in Nigeria is largely attributable to economic deprivation, conflict and insurgency in the North, the marginal difference between boys and girls is explainable in terms of early marriage, culture, and religion (Okorie, 2017). In fact, the data shows that 18.5% of girls got married before age 15, in comparison to 2.2% of boys who got married below the age of 15 (*see MICS 2016/2017*). This huge gap could be due to negative parental attitude towards education, particularly girls' education. The issue of parents' attitude towards education is reported in this survey as a key driver of OOSC rates in Nigeria. In percentage terms, only 10.8% of fathers and 28.1% of mothers support and promote their wards in school to learn (*see MICS 2016/2017*). Regarding pre-school level, the percentage of children in that cohort that are not attending school is 21.5%, compared to only 5.7% attending.

Also, differences in OOS rates by residence (i.e., rural, and urban) are also captured to understand how one's location could determine their schooling status. As shown in table 3, the total percentage of OOSC in rural areas is 33% whereas in urban areas, it is 14%. This could be due to the lack of access to quality school facilities in rural areas such as inadequate supply of requisite infrastructure, school materials, professional teachers, etc. These indicators are evident in table 3 below, as there is huge disparity in attendance rates between rural and urban areas. The percentage of children attending preschool in rural areas is 4.8%, compared to 7.8% in urban areas. Also, the percentage of children not attending school or preschool in rural areas is 28.2% compared to 6.2% in urban areas.

The economic situation of the households was also analysed to determine the schooling status of the children. They were grouped according to their wealth quintiles; poorest, second, middle, fourth, and richest. The highest percentage of OOSC is within the poorest quintile at 50.9% and the lowest percentage is within the richest quintile at 9%. Also, there are disparities in the attendance rate, with the highest percentage of non-attendance in school being within the poorest quintile at 49.4% and lowest percentage is within the richest quintile at 1.5%. These huge disparities indicate that the level of income of households is a major factor in determining the schooling status of children.

As stated earlier, there are several reasons why children do not go to school, which can be categorised into demand and supply barriers. Section 9 of this write-up will critically examine these barriers.

**Table 3: Out of School Children Figures for Primary School<sup>1</sup>**

Dimensions	Male				Female				Total			
	Net attendance ratio (adjusted)	Percentage of children:			Net attendance ratio (adjusted)	Percentage of children:			Net attendance ratio (adjusted) <sup>1</sup>	Percentage of children:		
		Not attending school or preschool	Attending preschool	Out of school		Not attending school or preschool	Attending preschool	Out of school		Not attending school or preschool	Attending preschool	Out of school
<b>Total</b>	62.6	20.7	5.7	26.5	59.2	22.2	5.7	27.9	60.9	21.5	5.7	27.2
<b>Residence</b>												
Rural	54.8	27.4	4.8	32.2	50.2	29.0	4.7	33.7	52.5	28.2	4.8	33.0
Urban	80.5	5.5	7.8	13.2	79.5	7.0	7.8	14.8	80.0	6.2	7.8	14.0
<b>Wealth index quintile</b>												
Poorest	28.6	48.4	1.8	50.2	23.7	50.4	1.4	51.8	<b>26.2</b>	<b>49.4</b>	<b>1.6</b>	<b>50.9</b>
Second	55.0	27.0	4.2	31.1	50.3	29.9	3.8	33.6	<b>52.6</b>	<b>28.4</b>	<b>4.0</b>	<b>32.4</b>
Middle	71.7	11.5	7.2	18.8	65.6	13.9	7.2	21.0	<b>68.8</b>	<b>12.7</b>	<b>7.2</b>	<b>19.9</b>
Fourth	80.2	5.9	8.7	14.6	78.1	6.0	10.5	16.5	<b>79.1</b>	<b>6.0</b>	<b>9.6</b>	<b>15.5</b>
Richest	89.4	1.7	8.1	9.8	91.6	1.3	6.9	8.2	<b>90.5</b>	<b>1.5</b>	<b>7.5</b>	<b>9.0</b>

<sup>1</sup> This corresponds to dimensions 1 and 2 of the UNICEF framework. The same applies to the regional analysis.

**Source:** MICS DATA (2016/2017)

*The adjusted primary school net attendance ratio (NAR) is the percentage of children of primary school age (as of the beginning of school year) who are attending primary or secondary school.*

*The percentage of children:*

*i) Not attending school are those who did not attend school or preschool in the current school year and have not completed primary school.*

*ii) Attending preschool are those who in the current school year have been attending preschool school.*

*iii) Out of school children are the sum of i) and ii).*

*The table is based on a 6-year primary school system, for ages 6 to 11. This should be adapted in accordance with the country-specific primary school ages as indicated by ISCED.*

## 6.2 Secondary School

The 2016/2017 MICS data also provides relevant information on the OOSC situation in secondary schools. Table 4 provides figures for the OOSC rates at the secondary level across different dimensions. The total percentage of OOSC in secondary school is 25.8%, which is comparable to the OOS situation at the primary level. A gender disaggregation of the data shows significant disparities in the figures across the stated dimensions. The total percentage of girls that are considered OOSC is 27.3%, compared to 24.4% of boys that are OOSC. This is likely due to factors such as early marriage, early pregnancy, parents' attitude towards education, and others. The survey found that 30.8% of girls between the ages 20 to 24 years, had at least one live birth before age 18. Also, the percentage of girls who got married before age 18 is 44.1%, compared to 6% of boys who got married before age 18. The representative illustration of early marriage suggests that socio-cultural factors are major inhibitors towards girls' education.

Similar to the primary school OOS situation, differences in OOS rates by residence (i.e., rural, and urban) are also captured to understand how one's location could determine their schooling status. As reported in Table 4, the percentage of OOSC in rural areas is 33% whereas that of urban areas is estimated at 12.6%. As is the case with the primary level OOS situation, factors such as lack of access to quality school facilities are responsible for the huge disparity in the figures. Hence, the wide differences in attendance rates between rural and urban areas as shown in table 4 below.

Also, the dimensions were grouped according to their wealth quintiles i.e., poorest, second, middle, fourth and richest. The poorest wealth quintile has the highest percentage of OOSC at 53.6% and the richest quintile has the lowest percentage at 8.5%. These disparities are due to some factors that were stated earlier.

**Table 4: Out of School Children Figures for Secondary School<sup>2</sup>**

Dimensions	Male			Female			Total		
	Net attendance ratio (adjusted)	Percentage of children:		Net attendance ratio (adjusted)	Percentage of children:		Net attendance ratio (adjusted) <sup>1</sup>	Percentage of children:	
		Attending primary school	Out of school		Attending primary school	Out of school		Attending primary school	Out of school
<b>Total</b>	47.4	19.2	24.4	46.2	16.5	27.3	46.9	17.9	25.8
<b>Residence</b>									
Rural	37.7	20.1	30.8	35.1	16.4	35.4	36.5	18.4	33.0
Urban	66.4	17.5	12.0	65.8	16.5	13.1	66.1	17.0	12.6
<b>Wealth index quintile</b>									
Poorest	13.6	15.0	50.6	9.3	12.7	57.1	11.6	13.9	53.6
Second	33.3	23.2	32.8	25.6	18.6	39.3	29.6	21.0	35.9
Middle	53.7	23.8	16.2	43.2	22.1	24.3	48.5	23.0	20.3
Fourth	62.5	21.9	10.8	68.8	18.3	9.8	65.6	20.1	10.3
Richest	80.4	11.4	8.0	80.6	10.2	9.0	80.5	10.8	8.5

<sup>2</sup> This corresponds to dimensions 2 and 3 of the UNICEF framework. The same applies to the regional analysis.



**Source:** MICS DATA (2016/2017)

*The adjusted secondary school net attendance ratio (NAR) is the percentage of children of secondary school age (as of the beginning of the current or most recent school year) who are attending secondary school or higher (higher levels are included to take early starters into account).*

*The percentage of children out of school are those who are not attending secondary school or higher, those who are not attending primary school, and those who have not already completed secondary school. The table is based on a 6-year secondary school system, for ages 12 to 17. This should be adapted in accordance with the country-specific secondary school ages as indicated by ISCED.*

## **7. Regional Level Analysis**

While the 2016/2017 MICS data provides extensive information on the schooling status of children in the different geopolitical zones in Nigeria, the regional level analysis will be focused on North-eastern Nigeria, specifically Adamawa, Borno, and Yobe states. This is because the aforementioned states are noted for having the highest concentration of OOSC. The information is disaggregated according to gender, geopolitical zone, and states. Also, information on all dimensions is provided for the different levels of education (primary and secondary school).

### **7.1 Focus Area (North-eastern Nigeria) - Primary School**

In North-eastern Nigeria, the out of school situation is very disheartening, mostly driven by the continuous spike of conflict in this part of the country. Table 5 provides data to suggest that the OOS rates in the affected regions reflect the conflict situation. The data shows that the total percentage of OOSC in primary school in North-eastern Nigeria is 39.8% with only 3.7% attending preschool. The gender disaggregation shows that 42.4% of girls are OOS in this region and 37.3% of boys are also OOS. As stated earlier, several factors contribute to these figures but one of the major factors is the continuous conflict in this region. According to WFP (2021), over 2 million people are living in IDP camps and host communities in Adamawa, Borno and Yobe, which are key areas of focus in this analysis. The ongoing conflicts have forced schools to shut down as children have been put into vulnerable positions, hence, it is no longer safe for them to go to schools. Apart from conflicts, other factors like early marriage, early pregnancy, and negative parental attitude towards education compound the OOSC situation in the region.

Comparing the OOS rates in the states of focus, Yobe has the highest percentage of OOSC at 42.2% and Borno has the lowest percentage of OOSC at 16.3%. Besides, 41% of eligible school age children are not enrolled in school in Yobe state while the figure was 10.9% in Borno state. At the time this data was collated, Yobe was among the states that experienced a high level of insurgency. This may have accounted for the spike in the OOSC rate in Yobe state.

Disaggregating the data by gender across the three states, we observe that Adamawa has the highest percentage of girls that are OOS (at 43.6%), with 39.5% not enrolled in school. Yobe has the highest percentage of boys that are OOS (at 41.1%), with 40.1% not enrolled in school. The issues stated earlier play a major role in contributing to the OOS situation.

**Table 5: Out of School Children Figures for Areas of Focus - Primary School**

Dimensions	Male				Female				Total			
	Net attendance ratio (adjusted)	Percentage of children:			Net attendance ratio (adjusted)	Percentage of children:			Net attendance ratio (adjusted) <sup>1</sup>	Percentage of children:		
		Not attending school or preschool	Attending preschool	Out of school		Not attending school or preschool	Attending pre school	Out of school		Not attending school or preschool	Attending pre school	Out of school
<b>Total</b>	62.6	20.7	5.7	26.5	59.2	22.2	5.7	27.9	60.9	21.5	5.7	27.2
<b>Geopolitical zone</b>												
North-east	48.8	34.1	3.1	37.3	44.0	38.2	4.2	42.4	46.4	36.2	3.7	39.8
<b>State</b>												
Adamawa	59.7	34.4	5.7	40.1	55.8	39.5	4.1	43.6	57.7	36.9	4.9	41.8
Borno	58.4	6.7	3.4	10.1	48.1	14.7	7.2	22.0	53.0	10.9	5.4	16.3
Yobe	38.0	40.1	1.0	41.1	37.6	42.2	1.3	43.5	37.8	41.0	1.2	42.2

**Source:** MICS DATA (2016/2017)

The adjusted primary school net attendance ratio (NAR) is the percentage of children of primary school age (as of the beginning of school year) who are attending primary or secondary school.

The percentage of children:

i) Not attending school are those who did not attend school or preschool in the current school year and have not completed primary school.

ii) Attending preschool are those who in the current school year have been attending preschool school.

iii) Out of school children are the sum of i) and ii).

The table is based on a 6-year primary school system, for ages 6 to 11. This should be adapted in accordance with the country-specific primary school ages as indicated by ISCED

## **7.2 Focus Area (North-eastern Nigeria) - Secondary School**

The 2016/2017 MICS data also provided relevant information on the OOSC situation at secondary level. Table 6 reports the figures for OOSC in secondary school in the different states across different dimensions. As stated earlier, factors such as conflict, early marriage, early pregnancy, and parents' attitude towards education drive the out-of-school rates in these areas. The total percentage of OOSC at secondary level in North-eastern Nigeria is 37.3% with only 18.9% of kids attending primary school. The gender disaggregation shows that 38.1% of girls and 36.5% of boys are OOS in this region. Yobe state has the highest percentage of OOSC at 38.5% and Borno has the lowest percentage of OOSC at 15.9%. Only 16.3% of young children attend school in Yobe state while 21.5% attend school in Borno state.

This is largely due to the effects of conflict and insurgency, with over 2 million people living in IDP camps and host communities in Adamawa, Borno and Yobe (WFP, 2021). These disturbances have forced schools to shut down, denying many kids in the affected areas access to education.

In terms of gender disaggregation, the data shows that Yobe state has the highest percentage of girls that are OOS (at 38.5%) and Borno state has the lowest percentage at 15.9%. In addition, Yobe state has the highest percentage of boys that are OOS at 37.8% and Borno state has the lowest percentage at 12.8%. The data also shows that 30.8% of girls between the ages 20 to 24 years, had at least one live birth before age 18. The percentage of girls who got married before age 18 is 44.1%, compared to 6% of boys who got married before age 18. These indicators suggest that, in addition to the conflict situation, other factors like early marriage, teenage pregnancy, negative parental attitude towards education, and others, contribute to high OOS rates among girls.

**Table 6: Out of School Children Figures for Areas of Focus - Secondary School**

Dimensions	Male			Female			Total		
	Net attendance ratio (adjusted)	Percentage of children:		Net attendance ratio (adjusted)	Percentage of children:		Net attendance ratio (adjusted) <sup>1</sup>	Percentage of children:	
		Attending primary school	Out of school		Attending primary school	Out of school		Attending primary school	Out of school
<b>Total</b>	<b>47.4</b>	<b>19.2</b>	<b>24.4</b>	<b>46.2</b>	<b>16.5</b>	<b>27.3</b>	<b>46.9</b>	<b>17.9</b>	<b>25.8</b>
<b>Geopolitical zone</b>									
North East	32.5	18.4	36.5	30.6	19.5	38.1	31.6	18.9	37.3
<b>State</b>									
Adamawa	42.7	24.9	31.8	37.8	24.0	37.5	40.2	24.4	34.7
Borno	39.3	21.7	12.8	41.5	21.5	15.9	40.4	21.6	14.4
Yobe	27.0	14.4	37.8	21.2	16.3	38.5	24.1	15.3	38.1

*Source: MICS DATA (2016/2017)*

*The adjusted secondary school net attendance ratio (NAR) is the percentage of children of secondary school age (as of the beginning of the current or most recent school year) who are attending secondary school or higher (higher levels are included to take early starters into account).*

*The percentage of children out of school are those who are not attending secondary school or higher, those who are not attending primary school, and those who have not already completed secondary school.*

*The table is based on a 6-year secondary school system, for ages 12 to 17. This should be adapted in accordance with the country-specific secondary school ages as indicated by ISCED.*

## **8. Programmatic Analysis**

This level of the analysis will explore the OOS situation in Nigeria, relying on data at the programmatic level. The data was sourced from education innovators, who have run AEP interventions over the past ten years in the study area. The innovators that were selected for this study include Horn of Hope Vision for Peace and Community Development of Nigeria (HOHVIPAD) and Kanem Borno Human Development Association (KABHUDA). In addition, we analysed data from the USAID Addressing Education in Northeast Nigeria (AENN) activity implemented by FHI360.

### **8.1 Horn of Hope Vision for Peace and Community Development of Nigeria (HOHVIPAD)**

HOHVIPAD is a faith-based non-governmental organization that was founded in 2005. It was established to provide humanitarian and community development support to the deprived communities in Nigeria. Over the last 15 years, four (4) cycles of AEP programs have been successfully completed, with each full cycle lasting for 9 months. Currently, the information on the specific years of the implemented programs has not been provided by the innovators. However, data is available for two (2) special USAID- and FHI360- supported AEP programmes that have been operated by HOHVIPAD over the last 15 years including disaggregated data. The data in table 7 shows that the Education Crisis Response (ECR) program exceeded the number of children targeted for the intervention. They projected 1,400 children, inclusive of both genders, however, the total number of children reached by the intervention was 1,645. Unlike the ECR programme, the Addressing Education in Northeast Nigeria (AENN) was not able to meet the targeted number of children for the intervention. Out of a total number of 9,250 children that were targeted, only 4,531 were reached.

Table 8 below provides information on the number of children in the AEP programme who transitioned into formal education, over the last 10 years. However, the information is incomplete due to data accessibility challenges, as most education innovators have limited capacity to develop and maintain up-to-date databases. Hence, this has been recognized as a gap in the study and for future purposes, we recommend education innovators create databases to ensure the easy access and organization of data.

**Table 7: Accelerated Education Programmes (AEP) implemented over the last 15 years (HOHVIPAD)**

Name of the AEP programme	Donor (s) that supported the programme	Number of Children Targeted for the AEP		Number of children reached by the AEPs	
		Male	Female	Male	Female
Education Crisis Response (ECR)	USAID	700	700	863	782
Addressing Education in Northeast Nigeria (AENN)	USAID/FHI 360	4700	4550	1929	2602

Source: Horn of Hope Vision for Peace and Community Development of Nigeria (HOHVIPAD)

**Table 8: Number of children transitioned to the primary education system or junior high school system over the last ten years (HOHVIPAD)**

Name of the AEP program	Children transitioned by AEP model (4-5 years)	Number of Children Reached by the AEP (6-11 years)		Number of Children reached (12-14)		Number of children reached (15 to 17)	
		Boys	Girls	Boys	Girls	Girls	Boys
Education Crisis Response (ECR)	N/A	260	304	300	381	N/A	N/A
Addressing Education in Northeast Nigeria (AENN) 2018 to 2021	N/A	1071	1374	666	1111	117	192

Source: Horn of Hope Vision for Peace and Community Development of Nigeria (HOHVIPAD)

Over 2015 – 2020 period, girls focused programs were implemented in a few local government areas in Adamawa state. Anecdotal evidence suggests that girls are among the most marginalized group of persons in Nigeria, especially the Northern part of the country. Hence, the need to prioritise the inclusion of girls and provide them with quality and education. A range of girls’ focused programs

have been implemented in the study area, some of which are AEP interventions while others are girls' skill acquisition and learning centres. Table 9 below provides relevant information on the girls' focused programs implemented by some education innovators. At least two of the girls' focused programs have been supported by organisations such as USAID and FHI 360. In the two programs, the approximate number of girls transitioned are less than the targeted number of girls. But a considerable high degree of success has been attained, as more than half of the targeted number of girls were able to transition into formal school.

**Table 9: Girls' Focused Programs (HOHVIPAD)**

Name of Donor (s) that supported program	Name of the girls focused program	Approximate Number of Girls Targeted.	Class Level in which most Girls were transitioned to the primary or middle	Approximate Number of Girls Transitioned
USAID/FHI 360	Adolescent Girls learning Centre	100	Middle and Apprentice	80
USAID/Education Crisis Response (ECR)	Skill acquisition and mentoring	700	N/A	572

*Source: Horn of Hope Vision for Peace and Community Development of Nigeria (HOHVIPAD)*

Some key objectives of the programs by HOHVIPAD are to:

- Address the immediate education needs of 302,500 children and youth (aged 6 to 15) in 225 communities through new non-formal and safer formal education, while laying a foundation for sustainable, conflict-sensitive improvement of education systems at the community and government levels
- Improve the capacity of local governments to plan, manage and oversee education services that are responsive to evolving needs by working with key stakeholders, conducting rapid education risk analyses, and improving education monitoring and policies
- Revitalize and establish non-formal learning centres and support formal schools to operate efficiently
- Support communities and school personnel to develop safety plans and establish early warning systems
- Develop learning materials by enhancing existing curricula to emphasize age-appropriate, foundational skills in literacy, numeracy, and social emotional learning.



## 8.2 Kanem Borno Human Development Association (KABHUDA)

KABHUDA is a non-governmental organization that was established in 2007 to improve the supply of food, Water, Sanitation and Hygiene (WASH) facilities, and extend education to vulnerable people of all ages and genders in the North-eastern region of Nigeria both during and after emergency periods. In addition, they support with the provision of non-food items to vulnerable people in IDP camps, host communities, and returnees in North-eastern Nigeria. The following are the objectives of the organization:

- Create social stability and awareness on reproductive health issues, HIV / AIDS, and other related adolescence issues
- Create avenues for advocacy for human rights, peaceful resolution of conflicts, and sustain socio-economic development among the marginalized communities
- Advocate for a society whereby children and youth with disabilities have equal rights and opportunities for growth and development
- Improve access to education and psycho-social well-being of marginalized children and youth
- Increase household income through self-help projects, thereby, eradicating household poverty among the victims of armed conflict and marginalized communities.
- Improve Water, Sanitation and Hygiene (WASH) practices in communities, especially in emergency situations

KABHUDA has implemented 7 cycles of AEP interventions over the last 15 years and each cycle lasted for a period of 9 to 12 months. As shown in table 10 below, they provided the disaggregated data on the AEP interventions that have been implemented. Across most of the AEP programs, they were able to meet and exceed their targets for the number of children reached by the AEP intervention. The Girls for Girls (G4G) program for example, originally targeted 2,200 boys and 1,100 girls, but data show that these targets were exceeded, as the program reached 3,300 boys and 2,200 girls.

Table 11 below also provides information on the number of children reached by each innovator over the past 10 years. However, information on the transition of children into formal schools was not readily available. This is a gap in the study and the recommendations stated earlier (i.e., HOHVIPAD), also applies here.

**Table 10: Accelerated Education Programmes (AEP) implemented over the last 15 years (KABHUDA)**

Name of the AEP programme	Donor (s) that supported the programme	Number of Children Targeted for the AEP		Number of children reached by the AEPs	
		Male	Female	Male	Female
Education Crisis Response (ECR)	USAID	644	756	1400	756
An integrated Education intervention for 4 primary and junior secondary schools in Monguno LGA of Borno state	NHF- UN OCHA	N/A	N/A	N/A	N/A
Addressing Education in Northeast Nigeria (AENN) in Maiduguri	FHI 360-USAID	1246	2554	3800	2554
Victim support fund education intervention project	Federal Government of Nigeria	3234	3066	6300	6300
Implementation of Girls for Girls (G4G) component of the Resilience Integrated Education Programming for Children and Youth in Borno State	UNICEF	2200	1100	3300	2200
Provision of access to safe, protective,	UN-OCHA	3,220	3,780	7000	4,100

and quality education for conflict affected boys and girls (6-12years) in Nganzai LGA					
DFID/ International Rescue committee (IRC) Education in Emergency Project	IRC	738	862	1600	862

Source: Kanem Borno Human Development Association (KABHUDA)

**Table 11: Number of children transitioned to the primary education system or junior high school system over the last ten years (KABHUDA)**

Name of the AEP programme	Children transitioned by AEP model (4-5 years)	Number of Children Reached by the AEP (6-11 years)		Number of Children reached (12-14 years)		Number of children reached (15 to 17 years)	
		Boys	Girls	Boys	Girls	Girls	Boys
Addressing Education in Northeast Nigeria (AENN) in Maiduguri	0	871	1627				

Source: Kanem Borno Human Development Association (KABHUDA)

Regarding the gender focused programs, KABHUDA has been conducting the Girls for Girls (G4G) initiative over the past 8 months, which is still ongoing. This initiative seeks to provide opportunities for girls to promote access to education for those who have dropped out, improve retention and continuity with the necessary life skills. Also, G4G focuses on girls between the ages of 10 and 16 years. By the closure of the program, KABHUDA intends to train 2,200 girls as part of the Girls for Girls (G4G) initiative. They aim to develop life skills and provide support to girls to enable them stay in school. Also, they seek to offer mentoring and role modelling for the girls, but also involve 1,100 boys in schools to serve as male champions for girls' education and gender/positive masculinity. These are all geared towards supporting girls to develop life skills to prolong their stay in school. The program encompasses the following key activities:

**G4G groups:** The target reach for this activity will be 2,200 girls from 110 schools in Shani and Biu LGAs in Borno state, Nigeria. At least five G4G groups will be formed in each school with a minimum of 25-30 members per group. The groups will be provided with life skills through weekly mentoring sessions and entrepreneurial/vocational skills. They will be prepared to participate in the termly spelling competitions and reading festivals.

**HeForShe Support groups:** This will be a group of boys attending the same schools with G4G girls. The plan is to organize 2,200 boys as HeForShe support groups, who will be trained on positive masculinity which will enable them to provide the right support to their female school/classmates for them to remain in school.

**Female mentors:** They aim to select 110 female mentors from the selected schools, and they will be trained on how to provide the right mentoring services to their female students. In a situation where a school does not have a female teacher to serve as a mentor to G4G girls, a successful woman will be identified from the community to stand as the female mentor.

**Male Champions groups:** Considering the important roles that parents/guardians play in their children's progress in life, fathers and male guardians will be organized as male champion groups and will be trained on how they should provide the right support to their daughters to remain in schools. They aim to target 1,100 parents/guardians and 110 headteachers under this activity.

### **8.3 Family Health International (FHI 360)**

FHI 360 implemented the USAID "Addressing Education in Northeast Nigeria (AENN)" activity. The first cohort of the program started from July 2019 to January 2020 across Borno and Yobe states. The target group is OOSC aged 6 to 15 years. During the AENN program, learning activities were conducted in Non-formal Learning Centres (NFLC). They introduced a condensed curriculum, which

was divided into two levels namely, basic literacy and post literacy. The basic literacy level is equivalent to primary 1 to 3 while post literacy is equivalent to primary 4 to 6. During the program, learners participated in lessons for literacy, mathematics, and Social Emotional Learning (SEL). On completing the basic literacy program, learners could be mainstreamed into formal schools at grade 4 or continue the two-years post literacy program. After the successful completion of the post literacy program, learners could then be mainstreamed into formal schools at grade 7.

During the data collection phase, baseline and endline data were collected. The baseline data for 1,721 learners from 396 NFLCs were collected while the endline data covered information on 982 learners from 240 NFLCs. Numeracy outcomes were measured using the Early Grade Mathematics Assessment (EGMA). In terms of literacy outcomes, the Early Grade Reading Assessment (EGRA) was used. SEL modules, safe learning environment modules and Assessment of Children's Emotional Skills (ACES) modules were also introduced to measure a child's ability to correctly identify the emotions of others.

Table 12 below provides information on the profile of learners by state at baseline and endline. Across two states, more than 50% of sampled learners are female at baseline and endline. The average age of sampled learners in both states is approximately 11 years old at baseline. At endline, there was a slight increase in the average age in both states. Regarding the displacement status, most learners who were sampled at baseline are from IDPs in Borno State (72%) and this was maintained at endline. However, most sampled learners in Yobe state (55%) are host communities at baseline, which witnessed a slight increase to 56% at endline. Finally, most learners sampled from Borno at baseline and endline did not attend school in the previous year (69% and 67%, respectively). Also, most learners sampled in Yobe at baseline and endline did not attend school in the previous year (85% and 76%, respectively).

Table 13 below provides the overall outcomes of EGRA/EGMA at baseline and endline. Also, it shows the difference in mean EGRA/EGMA outcomes for the sample from baseline to endline. The table highlights that there are some statistically significant improvements across the reading and numeracy sub-tasks. Across the reading performances, there were statistically significant improvements across some of the sub-tasks from baseline to endline. However, in some of the sub-tasks there were decreases by statistically significant margins across the baseline to endline. This is also evident in the numeracy performance. In some of the sub-tasks, learners had experienced statistically significant improvements from baseline to endline while in other numeracy subtasks, learners experienced a statistically significant decrease from baseline to endline.

Table 14 below highlights the SEL summary scores at baseline and endline. This information is disaggregated according to state and gender. From baseline to endline, learners experienced slight improvements in mean ACES scores, across both states and genders. However, the learners in Borno had slightly better ACES outcomes compared to Yobe state. The table provides more information on the SEL outcomes.

**Table 12: Learners profile by state at baseline and endline**

	Baseline		Endline	
	Borno	Yobe	Borno	Yobe
Female	0.53	0.63	0.60	0.59
Age	11.12	11.04	12.03	11.61
Ate before school	0.85	0.81	0.88	0.89
<b>Displacement status:</b>				
IDP	0.72	0.42	0.72	0.40
Host community	0.25	0.55	0.24	0.56
Returnee	0.03	0.03	0.04	0.03
Attended formal school last year	0.23	0.14	0.24	0.22
<b>Grade last year:</b>				
KG2	0.01	0.00	0.00	0.00
Primary 1	0.10	0.03	0.11	0.14
Primary 2	0.09	0.04	0.05	0.02
Primary 3	0.05	0.02	0.04	0.01
Primary 4	0.02	0.03	0.04	0.03
Primary 5	0.03	0.01	0.04	0.03
Primary 6	0.02	0.03	0.05	0.01
Not in school last year	0.69	0.85	0.67	0.76
<b>Lives with:</b>				
Both parents	0.58	0.81	0.60	0.76
Single parent	0.29	0.12	0.31	0.17
Other family member	0.13	0.07	0.08	0.07
Other adult	0.01	0.00	0.01	0.00
<b>Language spoken at home:</b>				
Hausa	0.36	0.67	0.42	0.62
Fulani	0.01	0.12	0.00	0.14
English	0.00	0.00	0.00	0.00
Kanuri	0.47	0.13	0.44	0.16
Other	0.16	0.08	0.13	0.09
<b>Disability:</b>				
Has difficulty seeing	0.00	0.01	0.00	0.01
Has difficulty hearing	0.01	0.01	0.00	0.02
Has difficulty walking	0.01	0.02	0.02	0.02
Has difficulty dressing	0.01	0.02	0.00	0.01
Has difficulty remembering	0.03	0.05	0.01	0.02
Has difficulty communicating	0.04	0.06	0.05	0.05
Has a physical disability	0.03	0.06	0.02	0.05
Has a cognitive disability	0.07	0.09	0.06	0.07
<b>Observations</b>	<b>896</b>		<b>804</b>	

Source: Family Health International (FHI 360) (2020)

**Table 13: Overall EGRA/EGMA outcomes at baseline and endline**

	Baseline	Endline	Diff.
<b>Reading Performance:</b>			
Letter sounds (LSPM) <sup>3</sup>	6.149	22.660	16.511***
Syllables (SPM) <sup>4</sup>	6.441	22.142	15.702***
ORF (CWPM) <sup>5</sup>	6.734	19.241	12.507***
Reading comp. (% answered correctly)	0.254	0.380	0.126***
Letter sounds (% with zero scores)	0.393	0.133	-0.261***
Syllables (% with zero scores)	0.488	0.224	-0.264***
ORF (% with zero scores)	0.532	0.258	-0.274***
Reading comp. (% with zero scores)	0.342	0.179	-0.163***
<b>Numeracy Performance:</b>			
Number ident. (% answered correctly)	0.433	0.647	0.213***
Addition (% answered correctly)	0.301	0.472	0.171***
Subtraction (% answered correctly)	0.247	0.410	0.164***
Number ident. (% with zero scores)	0.142	0.075	-0.067***
Addition (% with zero scores)	0.221	0.107	-0.114***
Subtraction (% with zero scores)	0.295	0.140	-0.155***
<b>Observations</b>	<b>896</b>	<b>804</b>	

Source: Family Health International (FHI 360) (2020)

<sup>3</sup> Letter Sounds Identified Correctly Per Minute

<sup>4</sup> Syllables Read Correctly Per Minute

<sup>5</sup> Correct Words Per Minute



**Table 14: Social Emotional Learning (SEL) summary scores by state and gender at baseline and endline**

	<b>Borno</b>					
	Baseline	Male Endline	Diff.	Baseline	Female Endline	Diff.
<b>ACES:</b>						
ACES score (% answered correctly)	0.828	0.864	0.037**	0.843	0.860	0.016
Perfect ACES score (%)	0.281	0.451	0.169***	0.363	0.434	0.071
Displays hostile attribution bias	0.496	0.426	-0.070	0.477	0.349	-0.128***
<b>Feeling reported by student after story:</b>						
Calm	0.339	0.364	0.025	0.302	0.286	-0.016
Surprised	0.094	0.123	0.030	0.109	0.104	-0.005
Sad	0.268	0.253	-0.015	0.341	0.349	0.007
Angry	0.299	0.259	-0.040	0.248	0.261	0.013
<b>Conflict resolution strategies:</b>						
Aggression	0.155	0.154	-0.001	0.165	0.120	-0.045
Disengagement	0.329	0.385	0.056	0.313	0.365	0.052
Problem Solving	0.516	0.462	-0.055	0.522	0.515	-0.007
<b>Observations</b>	386			501		
	<b>Yobe</b>					
	Baseline	Male Endline	Diff.	Baseline	Female Endline	Diff.
<b>ACES:</b>						
ACES score (% answered correctly)	0.783	0.828	0.044**	0.816	0.838	0.021
Perfect ACES score (%)	0.179	0.267	0.088*	0.310	0.271	-0.039
Displays hostile attribution bias	0.286	0.187	-0.099**	0.305	0.192	-0.114***
<b>Feeling reported by student after story:</b>						
Calm	0.200	0.313	0.113**	0.276	0.322	0.046
Surprised	0.157	0.273	0.116**	0.188	0.276	0.087**
Sad	0.350	0.273	-0.077	0.301	0.290	-0.012
Angry	0.293	0.140	-0.153***	0.234	0.112	-0.122***
<b>Conflict resolution strategies:</b>						
Aggression	0.138	0.047	-0.090***	0.126	0.089	-0.037
Disengagement	0.377	0.324	-0.052	0.348	0.333	-0.014
Problem Solving	0.486	0.628	0.143**	0.526	0.577	0.051
<b>Observations</b>	290			453		

Source: Family Health International (FHI 360) (2020)

## 9. Demand and Supply Barriers

There are several factors that influence educational inclusion or exclusion. Economic deprivation has been identified as a major barrier to education. In a developing country such as Nigeria, many other barriers limit children's access to quality education, which include but not limited to, language barriers, conflict, distance to school, financial difficulties, child labour, lack of teachers, etc. These include both demand and supply barriers that could lead to one of three specific situations or all inclusive: 1) delayed enrolment of eligible school age child 2) a child who will never attend school 3) a child who attends school but later drops out. Hence, it is important to understand the barriers to accessing quality education.

### 9.1 Demand Barriers

The demand rationale proposes that household members are the decision makers regarding education. According to a 2014 report by UNICEF, West and Central Africa Regional Office (Senegal), there are a myriad of factors that could limit the demand for education. Some of these factors include child labour, low household income, early marriage and pregnancy, parents' level and perception of education, child's health problems, religion, culture, etc. The magnitudes of these factors have been quantified and discussed as follows.

Table 15 below provides relevant information on factors that influence decisions on a child never attending school, disaggregated according to specific age groups, gender, geopolitical zones, wealth quintiles, and location (rural and urban). The total number of children who never attended school is 13,996 with more males not attending school compared to females. This is largely due to males being in high demand for labour at the household level. In fact, the data shows that 20.4% of males were needed for labour compared to 20.8% of females. However, 23.5% of the incidence of females never attending school is caused by other factors, which is higher than the 12.1% recorded in the case of males. These factors include but not limited to early marriage, early pregnancy, cultural and religious factors. This confirms the findings of the national and regional analysis, which established that the aforementioned factors are major inhibitors to girls' education, especially in rural areas. The OOS statistics, disaggregated by residence (rural and urban), show that 12,291 children in rural areas never attended school compared to 1,705 children in urban areas. The breakdown shows that 21.6% of children in rural areas were needed for labour in their household compared to 13.1% in urban areas. On a regional basis, the North-western part of Nigeria has the highest number of children that have never attended school at 7,557 and the South-east has the lowest number at 36.

In addition, table 16 provides relevant information on determinants of pupil dropout rates. A total number of 1,339 school pupils dropped out across the country in 2015. According to the gender disaggregated information, 711 males dropped out of school compared to 629 females. The data show dropout rates are higher among males (15.8%) than females (13.6%), as males are mostly needed for labour in the household. However, 9.7% of females dropped out due to being engaged, married and/or pregnant compared to 0.3% of males who dropped out for the same reasons. Also, 999 children in rural areas dropped out of school compared to 340 children in urban areas. The North-western part of Nigeria has the highest number of dropouts at 523 and the South-east has the lowest at 82. Also, the North-west has the highest percentage of pupils needed for labour (21.2%) and pupils engaged, married and/or pregnant (8.1%).

**Table 15: Factors in children having never attended school (Demand Barriers)**

	Monetary Cost	Labour Needed	No Interest	Too Young	Very Sick	Disabled	School not Important	Other Factors	Number of Children
<b>Age</b>									
6 to 7	18.3	12.2	6.4	23.6	0.5	0.5	6.5	10.8	4,447
8 to 11	19.0	21.9	10.8	4.0	0.2	0.8	9.9	16.0	5,459
12 to 16	17.6	27.9	13.8	0.4	0.1	0.6	11.3	27.7	4,090
<b>Sex</b>									
Male	18.8	20.4	9.9	9.4	0.3	0.6	7.9	12.1	7,024
Female	18.0	20.8	10.7	9.0	0.3	0.7	10.6	23.5	6,972
<b>Residence</b>									
Urban	22.0	13.1	10.7	17.1	0.3	0.8	8.0	16.2	1,705
Rural	17.9	21.6	10.2	8.1	0.3	0.6	9.4	18.0	12,291
<b>Region</b>									
North Central	38.0	15.7	3.6	7.9	0.5	1.0	0.8	15.8	1,148
North-east	21.7	13.5	5.5	5.8	0.1	0.3	4.6	13.0	4,747
North-west	11.6	24.7	12.7	11.7	0.3	0.8	12.4	21.6	7,557
South-east	60.1	9.8	0.8	30.6	1.8	1.7	0.0	11.5	36
South-south	49.4	18.5	5.9	6.5	1.4	1.5	0.5	25.1	145
South-west	37.1	44.5	46.5	5.5	0.4	0.2	33.3	4.8	362
<b>Economic Status</b>									

Quintile									
Lowest	16.8	22.6	9.6	7.1	0.2	0.5	8.8	18.1	8,813
Second	20.8	19.9	11.6	9.4	0.4	0.8	11.1	18.6	3,454
Middle	23.5	13.0	9.7	17.4	0.0	0.4	8.1	14.2	1,149
Fourth	21.6	9.2	12.7	24.1	0.7	1.9	8.1	13.6	476
Highest	22.2	8.3	16.0	18.8	2.0	2.1	2.7	20.4	103

Source: National Population Commission (Nigeria) and RTI International, 2016

**Table 16: Factors in school pupil dropouts (Demand Barriers)**

	Monetary Cost	Labour Needed	No Interest	Had Enough Schooling	Very Sick	Disabled	School not Important	Engaged, Married, Pregnancy	Other Factors	Number of dropouts	Mean age of dropout
<b>Sex</b>											
Male	26.0	15.8	2.1	2.5	2.0	3.0	3.5	0.3	95.1	711	7.8
Female	26.0	13.6	1.0	1.9	3.1	4.0	5.6	9.7	92.8	629	8.1
<b>Residence</b>											
Urban	29.8	10.4	0.5	1.3	3.1	4.8	3.3	3.5	92.1	340	7.8
Rural	24.7	16.3	1.9	2.6	2.3	3.0	4.9	5.2	94.7	999	8.0
<b>Region</b>											
North Central	45.4	11.3	1.4	0.0	2.3	5.3	3.5	1.5	92.5	209	8.7
North-east	19.0	9.2	1.2	0.5	2.1	4.1	4.9	4.2	93.8	316	7.7
North-west	9.4	21.2	2.1	5.0	2.2	1.5	6.5	8.1	96.3	523	7.6

South-east	44.8	7.8	2.6	2.8	4.7	6.0	0.6	0.5	89.2	82	8.6
South-south	64.8	11.2	0.3	0.0	0.0	2.1	0.0	0.8	97.9	110	7.4
South-west	36.6	15.9	0.9	0.0	7.2	7.2	3.4	3.5	85.6	100	9.0
<b>Economic Status Quintile</b>											
Lowest	20.8	18.5	2.8	3.7	1.6	3.1	6.4	5.8	95.3	491	7.9
Second	27.9	13.9	0.8	2.1	2.1	2.8	4.4	4.0	95.1	444	8.1
Middle	32.2	10.1	1.0	0.7	3.2	4.1	2.2	4.0	92.7	214	8.0
Fourth	25.6	10.0	1.2	0.9	5.3	4.2	1.5	4.9	90.5	126	7.8
Highest	32.1	17.3	0.0	0.0	4.5	7.3	4.2	3.3	88.2	64	7.7
<b>Total</b>	26.0	14.8	1.6	2.2	2.5	3.5	4.5	4.7	94.0	1,339	7.9

Source: National Population Commission (Nigeria) and RTI International, 2016

## 9.2 Supply Barriers

On the supply side, schools are a crucial driver of access, retention, quality, and educational equity. Key supply barriers that affect children's access to education include inadequate supply of infrastructure, lack of qualified teachers, distance to school, language of instruction, etc. (UNICEF, West, and Central Africa Regional Office, Senegal, 2014). Table 17 provides insight on some supply barriers that explain why some children never attend school. A total number of 13,996 students (7,024 males and 6,972 females) never attended school. Distance to school is a key contributor to school exclusion, as 25% of males never attended school due to distance barriers while 21.7% females did not attend school due to the same reason. Also, the issue of unsafe travel to school and poor school quality have been identified as limitations to education access. Tables 19 and 20 reports relevant information on the condition of classrooms in public primary and junior secondary schools according to geopolitical zones in Nigeria. Table 19 shows that across the country, 796,840 primary school classrooms were required, however, 690,456 were made available. The North-eastern part of Nigeria had the lowest percentage of good primary school classrooms at 53% compared to the South-west with the highest percentage of 81%. This buttresses the national and regional analysis of the factors that explain the high percentage of OOSC in the Northern part of Nigeria.

As shown in table 20, public junior secondary schools across Nigeria required 148,260 classrooms but 82,113 were made available. South-East had the lowest percentage of good classrooms at 52% and the North-west had the highest percentage at 67%. This could be due to differences in the number of pupils enrolled. The North-west had the highest number of enrolments at 1,444,204 compared to the South-east at 661,322. While tables 19 and 20 emphasize the condition of classrooms in public primary and secondary schools, this barrier is incorporated as an indicator of school quality in tables 17 and 18. Factors under school quality include but are not limited to lack of water and sanitation facilities, lack of tables, chairs, textbooks, etc. According to table 14, 26.3% of children in rural areas never attended school due to distance barriers compared to 2.3% in urban areas. At the regional level, the North-east has the highest percentage of children who never attended school due to distance barriers at 31.2% compared to the South-east with the lowest percentage at 3.9%.

In addition, table 18 highlights the factors that explain why pupil's dropout from school. The data shows a high rate of dropout among male pupils compared to female pupils. Number of males who dropped out was reported at, 711 while that of females was 629. But in terms of the potential factors that explain the drop out numbers, more females (13.7%) dropped out due to

poor school quality compared to 13.1% in the case of males. In terms of rural-urban disaggregation, about 7.6% of the school dropout incidence in rural areas is due to school distance, compared to 2.2% in urban areas. Also, the quality of the school was a major reason for pupils in rural areas to drop out of school, accounting for 14.3% of the dropout incidence. At the regional level, conflict and quality of schools were considered major hindrances to education access in the North-east. The ongoing insecurity crisis in North-eastern Nigeria has worsened the dropout situation with 12.6% of school pupils dropping out. Also, 27.3% have dropped out due to the quality of school.



**Table 17: Factors in children having never attended school (Supply Barriers)**

	Travel Unsafe	School Too Far	Poor School Quality	No Good Jobs for Graduates	Other Factors	Number of Children
<b>Age</b>						
6 to 7	1.6	24.3	14.0	1.2	10.8	4,447
8 to 11	1.7	24.0	16.2	1.5	16.0	5,459
12 to 16	0.9	21.4	11.9	1.4	27.7	4,090
<b>Sex</b>						
Male	1.5	25.0	14.6	1.6	12.1	7,024
Female	1.4	21.7	13.9	1.2	23.5	6,972
<b>Residence</b>						
Urban	2.1	2.3	11.4	2.3	16.2	1,705
Rural	1.4	26.3	14.6	1.3	18.0	12,291
<b>Region</b>						
North Central	2.8	31.0	4.8	0.0	15.8	1,148
North-east	2.7	31.2	16.3	0.9	13.0	4,747
North-west	0.5	18.1	13.6	2.0	21.6	7,557
South-east	0.0	3.9	1.5	0.0	11.5	36
South-south	0.0	18.4	4.1	0.3	25.1	145
South-west	2.3	9.9	35.9	0.0	4.8	362
<b>Economic Status Quintile</b>						
Lowest	1.2	31.9	14.4	1.4	18.1	8,813

Second	2.4	11.8	16.4	1.1	18.6	3,454
Middle	0.8	2.8	10.6	0.9	14.2	1,149
Fourth	1.0	3.0	6.2	3.9	13.6	476
Highest	0.0	1.7	2.0	3.2	20.4	103

Source: *National Population Commission (Nigeria) and RTI International, 2016*

**Table 18: Factors in school pupil dropouts (Supply Barriers)**

	Travel to School Unsafe	School Too Far	Poor School Quality	No Good Jobs for Graduates	Other Factors	Number of dropouts	Mean age of dropout
<b>Sex</b>							
Male	4.8	6.3	13.1	1.6	95.1	711	7.8
Female	3.5	6.1	13.7	0.4	92.8	629	8.1
<b>Residence</b>							
Urban	7.3	2.2	10.9	1.3	92.1	340	7.8
Rural	3.1	7.6	14.3	0.9	94.7	999	8.0
<b>Region</b>							
North Central	3.3	2.8	6.5	0.0	92.5	209	8.7
North-east	12.6	7.6	27.3	0.7	93.8	316	7.7
North-west	0.9	7.0	12.9	1.8	96.3	523	7.6
South-east	0.0	2.4	1.1	1.1	89.2	82	8.6
South-south	2.3	3.3	4.9	0.0	97.9	110	7.4
South-west	2.1	11.4	6.1	0.9	85.6	100	9.0
<b>Economic Status Quintile</b>							
Lowest	2.4	9.7	16.3	1.4	95.3	491	7.9
Second	5.3	5.5	14.5	0.4	95.1	444	8.1
Middle	3.8	1.3	10.9	1.6	92.7	214	8.0
Fourth	5.6	3.6	4.8	0.8	90.5	126	7.8
Highest	8.5	6.0	8.7	0.0	88.2	64	7.7

<b>Total</b>	4.2	6.2	13.4	1.0	94.0	1,339	7.9
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Source: National Population Commission (Nigeria) and RTI International, 2016

**Table 19: Number of Public Primary School Classrooms and their Conditions by Geo-political Zones**

Zone	Available Classroom	Good Classroom	% Good Classroom	Bad Classroom	Enrolment	Total No. of Primary Schools	Classroom required
North-Central	125,360	77,746	62	47,614	3,377,628	22,175	96,504
North-East	74,196	39,643	53	34,553	3,932,490	13,202	112,357
North-West	141,179	84,376	60	56,803	9,971,028	25,798	284,887
South-East	79,940	54,373	68	25,567	2,642,439	11,182	75,498
South-South	99,234	71,573	72	27,661	3,363,555	13,763	96,102
South-West	170,547	138,333	81	32,214	4,602,247	13,763	131,493
<b>National</b>	690,456	466,044	67	224,412	27,889,387	113,450	796,840

Source: Universal Basic Education Commission (UBEC), 2019

**Table 20: Number of Public Junior Secondary School Classrooms and their Conditions by Geo-political Zones**

Zone	Available Classroom	Good Classroom	% Good Classroom	Bad Classroom	Enrolment	Total No. of JS Schools	Classroom required
North-Central	13,169	7,682	58	5,487	645,903	2,595	18,454
North-East	10,610	6,209	59	4,401	634,289	2,159	18,123

North-West	17,430	11,742	67	5,688	1,444,204	3,065	41,263
South-East	11,669	6,123	52	5,546	661,322	1,352	18,895
South-South	11,782	6,650	56	5,132	722,072	1,718	20,631
South-West	17,453	10,103	58	7,350	1,081,303	2,140	30,894
<b>National</b>	82,113	48,509	59	33,604	5,189,093	13,029	148,260

Source: Universal Basic Education Commission (UBEC), 2019

## 10. Summary of Key Findings

This study has relied on 5 data sources to analyse the number of OOSC in Nigeria, which include the Ministry of Education (MOE) data, Nigeria Education Data Survey (NEDS), Demographic and Health Surveys (DHS), Universal Basic Education Commission (UBEC) and Multiple Indicator Cluster Survey (MICS) data. These datasets were compiled through household surveys, annual school census and national population census. Thus, they provide adequate basis for projecting OOSC numbers; though there are a few limitations including, for example, variations associated with capturing consistent age cohorts and indicators. Some of the datasets capture different levels of schooling, different age cohorts, etc., which gives rise to a lot of inconsistencies. This is evident in the observed variations in the number of OOSC on a national and regional level. One other challenge is non-availability of recent data, as is the case with the Ministry of Education survey data. The dataset is quite old, and this is a major flaw, as it is among the major sources of education data in Nigeria. However, the datasets sourced from MICS, DHS and UBEC are more recent, and they provide different indicators that could be used to analyse different dimensions of OOSC on both national and regional scale. Thus, they provide adequate information to conduct a thorough analysis of the number of OOSC in Nigeria.

Regarding the out of school situation in Nigeria, the datasets show evidence of barriers that affect educational exclusionary rates, which are categorized as demand and supply barriers. The demand barriers refer to situations in the household that affect access to education. These include but not limited to; the economic situation of the household, early pregnancy, child marriage, child labour, etc. The supply side barriers comprise school-level conditions that hinder access to quality education including distance to school, conflicts, quality of school, availability of qualified teachers, etc. Also, the datasets provide evidence to show that children, especially those from rural areas, are mostly denied access to education due to economic deprivation and other demand barriers. But the situation is compounded by education underfinancing or inefficiency challenges, resulting in wide learning gap between rural and urban areas.

The datasets were disaggregated according to gender, age group, wealth quintile, location (rural and urban), and geopolitical zones. However, the information highlighted in the programmatic level analysis was disaggregated only according to gender, limiting the depth of analysis at the programmatic level. The disaggregation of the datasets helps us to understand the intensity of the out of school situation across different categories of individuals in the country. We found

that across the national and regional analysis, the out of school percentage was higher for girls compared to boys. This could be due to several reasons already mentioned, however, culture, religion and the parents' perception of the value of education are major factors that hinder a girl child's access to education. Hence, the need to implement education interventions that support children, particularly girls, to access quality education.

This study analysed data on the AEP interventions by two education innovators; HOHVIPAD and KABHUDA. Both organisations implemented AEP programmes including Education Crisis Response (ECR), Addressing Education in Northeast Nigeria (AENN), etc. Some of these programs were able to meet and exceed the targeted number of children for the intervention. Also, they introduced girls' focused programmes that aim to provide opportunities for girls by developing their life skills to enable them to remain in schools.

In addition, the Addressing Education in Northeast Nigeria (AENN) activity was implemented across Borno and Yobe states by FHI 360 and they conducted learning activities in Non-formal Learning Centres (NFLC). The curriculum included lessons for literacy, numeracy and Social Emotional Learning (SEL). On the successful completion of the program, learners could be mainstreamed into formal schools. Also, EGRA and EGMA outcomes were used to measure literacy and numeracy outcomes respectively. While SEL modules, Assessment of Children's Emotional Skills (ACES) and safe learning environment modules were used to measure a child's ability to correctly identify the emotions of others. During the program, baseline and endline data was collected and disaggregated by gender, displacement status, disability, etc. Across most indicators, there were slight significant increases from baseline to endline. The outcome of the AENN activity implies that AEPs are somewhat effective and adaptable and they could enhance the smooth transition of targeted children into formal schools.

## **11. Conclusion and Recommendations**

The findings from this study shows that factors that drive the OOS situation are multifaceted. The available datasets used in our analysis shows that the demand and supply barriers are major inhibitors to accessing education, especially for girls. Discussions around girl child education have been at the forefront of education policy debate in Nigeria in recent years, but limited progress is made as educational exclusionary rates for girls remain prohibitive. This is due to the presence of some of the factors that serve as barriers to girl education. These include, but not limited to, child marriage, culture, religion, early pregnancy, and parents' perception of the value of girls' education. The 2016/2017 MICS data shows that 27.9% of girls are out of

primary school compared to 26.5% for boys. This marginal difference is due to the aforementioned factors.

In the Northern part of Nigeria, the OOS situation is alarming due to the high level of insurgency in that region. For the purpose of this study, we focused on North-eastern Nigeria. The 2016/2017 MICS data shows that 39.8% of children are out of primary school, with the percentage for girls high at 42.4% compared to 37.3% in the case of boys. This indicates the presence of gender gaps in education access. In Adamawa, Borno and Yobe, the ongoing conflicts in these areas has forced schools to shut down, as it is no longer safe to attend school. These issues have resulted in an increase in the OOS numbers in the affected states. Hence, there is the need to implement specific education interventions to meet the needs of children in areas that are prone to insurgency and banditry.

Accelerated Education Programs (AEP) have been deployed to extend education to areas that are underserved. Particularly in North-eastern Nigeria, many AEP programs have been implemented following school closures amid situations of insecurity. These programs target children in vulnerable positions, with the aim of teaching them numeracy, literacy, and life skills. This is to enhance their smooth transition into formal schooling. Some of these AEP interventions have been able to meet and exceed their targets over the intervention period. Also, girls focused programmes were implemented to provide education opportunities for girls and to enable their retention in formal schools.

Notwithstanding, the OOS situation in Nigeria is still a cause of concern, particularly in Northern Nigeria. The implications of the rise in the number of OOSC on the development of Nigeria are enormous. Hence, it is important to implement policies that will curb the OOS situation, particularly in Northern Nigeria. Regarding the poverty barrier affecting the access to education, poverty reduction strategies should be implemented to enable poor people to improve their livelihood. Also, parents, guardians and children should be enlightened on the importance of education on human growth and development. This could be done through public sensitizations and educational campaigns. In addition, the law against child marriage should be strictly enforced as child marriage for girls could lead to early pregnancy thereby, affecting their progress in school. Furthermore, education interventions such as AEP, should be adapted to meet context-specific needs, as this could help fill critical gaps in education provision in underserved and fragile areas by enabling vulnerable OOSC to transition into the formal school system and stay in school to learn. Finally, the variation in the available datasets on the OOS situation in Nigeria is a major limitation, as it inhibits having a clearer view of the issue across all levels of education (primary, junior secondary and senior secondary) and analysis (national,



regional and programmatic). Hence, education stakeholders should ensure there is access to recent, reliable, and quality data on OOSC in Nigeria.

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