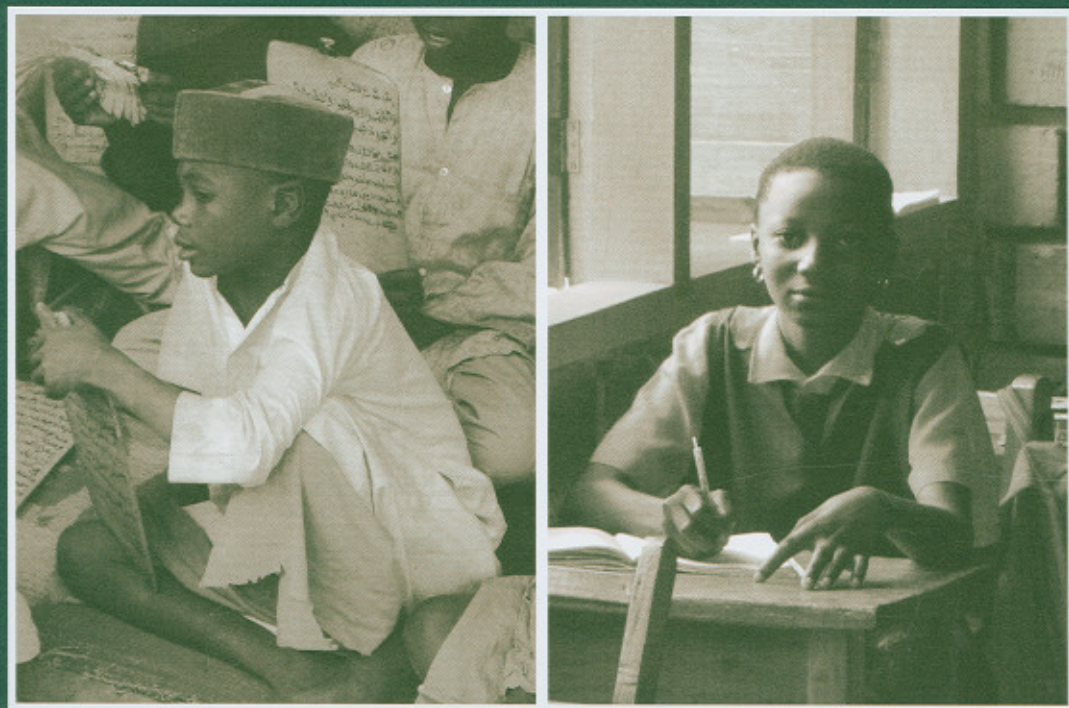


Nigeria

DHS EdData Survey 2004

**Education Data for
Decision-making**



Nigeria DHS EdData Survey 2004

Education Data for Decision-making

**National Population Commission
Abuja, Nigeria**

**ORC Macro
Calverton, Maryland, USA**

November 2004



National Population Commission
Federal Republic of Nigeria



Federal Ministry of Education
Federal Republic of Nigeria



DHS EdData
ORC Macro



U.S. Agency for
International Development

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This report summarises education data from the 2004 Nigeria DHS EdData Survey (NDES) and the 2003 Nigeria Demographic and Health Survey (Nigeria DHS), both of which were carried out by the National Population Commission (NPC), with technical assistance provided by ORC Macro. The 2004 NDES was carried out by the NPC in partnership with the Nigeria Federal Ministry of Education (FMOE). Funding for the 2003 Nigeria DHS and the 2004 NDES was provided by the United States Agency for International Development (USAID) in Nigeria. Funding for the overall DHS EdData Activity, including the development of the model survey instruments, was provided by USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade.

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Additional information about the 2004 NDES, the DHS EdData Activity, the 2003 Nigeria DHS, or the MEASURE DHS+ program may be obtained by writing to: DHS EdData or MEASURE DHS+, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; E-mail: reports@orcmacro.com; Internet: <http://www.dhseddata.com> or <http://www.measuredhs.com>).

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MESSAGE FROM THE VICE PRESIDENT

In virtually all nations, education plays a key role in poverty reduction and other development programmes. Nigeria is also committed to education and has accorded great importance to the education sector. In 1999, the government launched the Universal Basic Education Programme, which covers both primary and junior secondary schooling. Efforts will not be spared towards ensuring that the set objectives are realised.

This report has provided some new information and analysis on education in Nigeria, to policy makers, and others who are potential implementers of education policy in the near future, when the momentum for expansion and reform of educational programmes will be taking place.

Information provided in this report should be fully utilised by all, at the three tiers of government, to ensure success in the education sector. I commend USAID for the generous support provided for the study and urge the National Population Commission to continue its efforts to generate additional socio-economic data required for meaningful planning and development.

His Excellency
Atiku Abubakar
(Turakin Adamawa)
Vice President
Federal Republic of Nigeria
Abuja

MESSAGE FROM THE CHAIRMAN

I am delighted to present the final report of the 2004 Nigeria DHS EdData Survey (NDES), which is the first education survey of its kind to be conducted in Nigeria. The survey was conducted by the National Population Commission (NPC) in collaboration with the Federal Ministry of Education (FMOE), with technical support from ORC Macro.

The 2004 NDES is aimed at meeting the needs of policymakers, programme implementers, and researchers, who require timely and reliable data for management of education in Nigeria. It is noteworthy and gratifying that the results of the survey have been analysed and presented soon after the conclusion of field work. This final report, which is a sequel to the preliminary report, affords all stakeholders the opportunity of having the most recent information on education in Nigeria.

The success of the 2004 NDES was made possible by the support and collaboration of a number of organisations and individuals. In this connection, I wish to acknowledge the assistance of the United States Agency for International Development (USAID/Nigeria), which provided funding for the survey. I also wish to express appreciation to ORC Macro for its technical assistance in all the stages of the survey. The NPC remains grateful to other development partners, especially the Department for International Development (DFID), for their supportive roles. The support of the Federal Ministry of Education officials is also greatly appreciated.

Finally, I wish to commend the report of the 2004 NDES to policymakers, programme administrators, and researchers.

Chief S. D. Makama
(Ubandoman Pyem)
Chairman
National Population Commission
Abuja

4 October 2004

FOREWORD

It is generally acknowledged that meaningful national development can be achieved only when detailed information needed for articulating and evaluating policy implementation is readily available and properly documented. The National Population Commission, as the agency charged with the responsibility of gathering and analyzing demographic data, has been unrelenting in its efforts to provide reliable, accurate, and up-to-date data for the country.

The 2004 Nigeria DHS EdData Survey (2004 NDES) is unique in several respects. The survey, which was conducted in collaboration with the Federal Ministry of Education (FMOE), is the first of its kind conducted with the aim of obtaining household information on children's education. The survey covered topics such as the age of children at first school attendance and dropout, reasons for over-age first-time enrolment in school, reasons for never enrolling in school, and the frequency of and reasons for pupil and student absenteeism. The survey also obtained information on household expenditures on schooling and other contributions to schooling; distances and travel times to schools; and parent/guardian perceptions of school quality and the benefits and disadvantages of schooling. The 2004 NDES was linked to the 2003 Nigeria Demographic and Health Survey (Nigeria DHS).

The result of the survey shows that response rates were quite high. Out of the 4,354 occupied households, 4,268 were successfully interviewed, yielding a response rate of 98 percent. In the interviewed households, all of the 3,987 parent/guardians identified were interviewed, yielding a response rate of 100 percent. Data were collected on all 9,695 eligible children identified, yielding a response rate of 100 percent.

As the National Population Commission continues with its efforts to ensure the availability and dissemination of up-to-date and reliable socio-economic data, it is hoped that end users will make use of the available information for programme evaluation, planning and development. The text and the tables have been presented in a user-friendly manner and I hope end-users will avail themselves of the information.

Dr. Adebola Akinsanya
Director-General
National Population Commission
Abuja

4 October 2004

ACKNOWLEDGMENTS

The 2004 Nigeria DHS EdData Survey (NDES), organised by the National Population Commission in collaboration with the Federal Ministry of Education (FMOE), represents the continued efforts in Nigeria to obtain reliable and accurate socio-economic data on the population.

This report presents the major findings of the 2004 NDES. The 2004 NDES is the first education survey of its kind to be conducted in Nigeria. The primary objective of the 2004 NDES is to provide up-to-date household-based information on education among children of primary and secondary school age in order to inform the development, monitoring, and evaluation of education programmes in Nigeria. The survey focuses on the factors influencing household decisions about children's school attendance. In addition, information is available on school attendance, costs of schooling (monetary and non-monetary) and parent/guardian attitudes about schooling.

On behalf of the Commission, I gratefully acknowledge the support of the United States Agency for International Development (USAID/Nigeria) in providing funds to cover the cost of the 2004 NDES. The technical support provided by ORC Macro played a key role during the implementation period. Worthy of mention is Dr. Kristi Fair, the ORC Macro NDES Technical Coordinator, and her colleagues Ms. Stephanie Gorin and Ms. Holly Newby, who worked tirelessly during the period. Their efforts are greatly appreciated. Mr. Glen Heller deserves our deepest appreciation for his assistance in data processing and analysis. Dr. Alfredo Alliaga, the sampling specialist, is acknowledged for his immense contributions.

The Chairman of the Commission and his team of Federal Commissioners greatly assisted during the implementation period by providing excellent leadership and advocacy support. The unflinching support and technical assistance provided by the Director-General and all Directors is hereby acknowledged. During the implementation period of the survey, the core team – also referred to as Zonal Coordinators – worked tirelessly and their efforts are hereby acknowledged. The survey could not have been conducted in such a timely and successful fashion without the commitment of the entire field staff of the 2004 NDES. The entire data processing staff is also commended for their important role in the timely processing of the data. The enormous contributions of the Federal Ministry of Education officials are also greatly appreciated.

In the area of logistics, we acknowledge with gratitude the support of the Department for International Development (DFID) and the United Nations Population Fund (UNFPA). The role of the Accounting firm, Akintola Williams Deloitte and Touche, is also acknowledged.

Finally, our appreciation goes to all the households and respondents who were selected and who participated in the survey; without their participation and support, this project would not have been a success. Our appreciation goes to the entire people of Nigeria for their understanding and for making possible an enabling environment, for the conduct of this very important survey.

Samuel A. Ogunlade
Project Director
National Population Commission
Abuja

4 October 2004

SUMMARY OF FINDINGS

The 2004 Nigeria DHS EdData Survey (NDES) was a nationally representative sample survey covering 4,268 households, 3,987 parent/guardians, 81 independent children age 13-16, and 9,695 children age 4-16. The 2004 NDES was the first education survey of its kind in Nigeria, and was linked to the 2003 Nigeria Demographic and Health Survey (DHS). This report presents information primarily from the 2004 NDES, but also includes selected information from the 2003 Nigeria DHS survey.

The 2004 NDES was designed to provide information on education for children age 4-16, with a focus on factors influencing household decisions about children's schooling. The report presents information on adult educational attainment, children's characteristics and rates of school attendance, absenteeism among primary school pupils and secondary school students, household expenditures on schooling and other contributions to schooling, and parent/guardian perceptions of schooling, among other topics.

The sample size for both the 2003 Nigeria DHS survey and the 2004 NDES was sufficiently large to provide estimates for indicators at the national level, by urban-rural residence, and at the regional level for most indicators. Twelve survey teams trained by the National Population Commission (NPC), in collaboration with the Federal Ministry of Education (FMOE), conducted the survey from February to July 2004.

CHARACTERISTICS OF HOUSEHOLDS AND HOUSEHOLD MEMBERS

Educational Attainment. Fifty-seven percent of adults age 15 or older have attended school, although there are substantial differences in educational attainment by gender, residence, and age group. On average, men have completed two more years of schooling than women (6 compared with 4 years). While 30 percent of adults in urban areas have never attended school, 48 percent of adults in rural areas have never attended school. About two in three adults in the North West and North East have never attended school, compared with about one in seven adults in the South East and South South. Older adults are considerably less likely than younger adults to have attended school.

Children's Living Arrangements. Seventy-one percent of the children age 4-16 live with both of their biological parents, while 9 percent live with their mother (but not with their father), 7 percent live with their father (but not with their mother), and 13 percent live with neither of their biological parents. Some of these children have been orphaned, losing one or both parents: 7 percent have lost their father, 4 percent have lost their mother, and 1 percent have lost both parents.

Children's Eating Patterns. The survey collected information about the meals eaten by children on the day before the household was interviewed. Ninety-five percent of children ate breakfast and the same percentage ate lunch. Overall, children ate about 4 times during the day.

Children's Nutritional Status. The survey also collected and analysed height and weight measurements for children age 4-9. Twenty-nine percent of children age 4-9 are chronically malnourished or stunted, with the North West and North East having the highest rates of stunting. Wasting is uncommon in Nigeria (3 percent), but 19 percent of children are underweight for their age. Children who attend or have attended school are less likely to be stunted or underweight than are children who have never attended school.

Literacy and Numeracy among Children. The survey provides a rough measure of literacy and numeracy among children age 4-12. Children were asked to read from a sentence in a language in which they were likely to be literate, and were asked to add up two one-digit numbers totaling less than 10. Levels of basic literacy among children age 4-12 are low, with only 28 percent of children able to read part or all of a sentence. Basic numeracy rates are considerably higher, with 45 percent of children able to add the numbers correctly.

CHILDREN'S SCHOOL ATTENDANCE

Primary School Attendance and Pupil Flow Rates. Sixty percent of children age 6-11 (64 percent of males and 57 percent of females) attend primary school. School-age children in urban areas are more likely than those in rural areas to attend primary (70 percent versus 56 percent). In addition, there are notable regional differences in the percentage of school-age children attending primary. In the North West, 42 percent of children attend, compared with 83 percent in the South West and 82 percent in the South South. In the most economically advantaged households, children age 6-11 are over twice as likely as those from the least advantaged households to attend primary school.

At the primary level, pupil repetition and dropout rates are low. The highest repetition rate is in primary 1, with just 4 percent of the pupils attending school in 2002-2003 repeating the same class in 2003-2004. While dropout rates are very low in primary 1-5, 17 percent of the pupils who attended primary 6 in 2002-2003 did not attend school during the 2003-2004 school year.

The survey also collected information on religious education among Muslim youth. Seventy-eight percent of Muslim youth age 4-16 attended a purely religious Qur'anic school during the 2003-2004 school year, while 56 percent attended a formal academic school. Forty-four percent of these youth attended both types of schools during the year, and just 11 percent attended neither type of school.

Secondary School Attendance Ratios. Thirty-five percent of youth age 12-17 (38 percent of males and 33 percent of females) attend secondary school. There are substantial differences by urban-rural residence, region, and economic status. While 46 percent of youth age 12-17 attend secondary school in urban areas, just 29 percent attend in rural areas. In the North West, 15 percent of school-age youth attend secondary school, compared with 61 percent in the South West. Differences by economic status are even more dramatic than those at the primary level, with 15 percent of youth in the lowest economic status quintile attending secondary school, compared with 64 percent of youth in the highest quintile.

Factors Affecting Children's School Attendance. Parent/guardians whose 6-16 year-old children had never attended school were asked why their children did not go to school. The most commonly cited reasons were related to the costs of schooling, including the household's need for the child's labour, and the monetary cost of schooling. Other common factors were the perception that the child was too young or immature to attend school, and the distance to school. Similarly, among children age 4-16 who had once attended school but later dropped out during primary school, the most commonly cited reason was the monetary cost of schooling, followed by the need for the child's labour at home, the child's lack of interest in attending school, and the poor quality of schooling.

Household Proximity to Schools. As expected, children in rural areas face longer distances and walking times to the nearest primary and secondary schools than children in urban areas. Children living far from school may be likely to start attending school over age or not to attend school at all. Among over-age children, those in rural areas are more likely than those in urban areas to have started school over age because of the distance to the nearest school. In addition, the distance to school in part explains

why young school-age children do not attend school, since it may be difficult or unsafe for children to walk long distances to school at the age of 6.

PRIMARY SCHOOL PUPIL ABSENTEEISM

Incidence of Absenteeism. Sixty percent of primary school pupils missed one or more days of school during the 2002-2003 school year. On average, pupils absent from school missed almost 10 days during the year. At the secondary level, 53 percent of students missed one or more days of school during the 2002-2003 school year, and those missing some school were absent for about 9 days.

Reasons for Absenteeism. During the 2002-2003 school year, 49 percent of primary school pupils missed school because they were ill, 13 percent because they were needed to do some kind of work in support of the household, and 12 percent because school fees were due and there was no money to pay the fees. At the secondary level, 40 percent of students missed school because they were ill, 18 percent because fees were due and there was no money to pay the fees, and 13 percent because they were needed to do some kind of work in support of the household.

HOUSEHOLD EXPENDITURES ON SCHOOLING AND OTHER CONTRIBUTIONS TO SCHOOLING

Household Expenditures on Primary Schooling. The NDES collected detailed information about household expenditures on schooling for each child attending primary school during the 2002-2003 school year. Questions were asked specifically about each possible cost, including tuition, PTA fees, the school development levy, examination fees, boarding fees, uniforms and school-related clothing, school books and supplies, transportation, food, extra lessons (tutoring), and other types of expenditures. Nearly all primary school pupils' households spent money on schooling during the school year. On average, pupils' households spent ₦7,918 per pupil during the 2002-2003 school year. Pupils' households in urban areas spent considerably more than those in rural areas on schooling (₦10,495 versus ₦6,390). In addition, pupils' households spent far more if their children attended private religious or non-religious schools than if they attended government schools.

Household Expenditures on Secondary Schooling. All secondary school students' households spent money on schooling during the 2002-2003 school year. The average per-student secondary school expenditure was more than twice as high as the per-pupil primary school expenditure (₦20,628 at the secondary level, compared with ₦7,918 at the primary level). On average, more money was spent on female students than on male students. Among the regions, the highest expenditures were in the North West and the lowest in the North East. In addition, expenditures on students in the highest economic quintile were twice as high as those on students in the lowest quintile.

Other Household Contributions to Schooling. In addition to monetary contributions for children's schooling, children and other household members may contribute time, labour, and materials to schools. Including travel time, pupils in day primary schools spend about 6 hours per day on school activities. Over half of the pupils do homework outside school and spend over 2 hours per week on the task. By comparison, the average secondary school student spends over 7 hours per day on school activities. Eighty-seven percent of secondary school students do homework outside of school, spending more than 3 hours per week on the task.

Another kind of contribution households make to schooling is the time parent/guardians and other household members spend on school-related activities. The majority of both primary school pupils and secondary school students doing homework receive help from household members. Furthermore, in the 12 months preceding the survey interview, 85 percent of parent/guardians with one or more children in

primary school said that they or another adult in the household had visited the school to attend a parent-teacher association (PTA) meeting, to attend a celebration or sports event, to meet with a head teacher or teacher, or to collect school forms. Forty-one percent of parent/guardian households made additional contributions of money, materials, or labour to the primary school.

PARENT/GUARDIAN PERCEPTIONS OF SCHOOLING

Perceived Quality of Primary Schooling. Thirty-six percent of the primary school pupils attend schools that their parent/guardians consider to have problems with buildings and facilities, 34 percent attend schools with perceived problems with classroom overcrowding, and 9 percent attend schools with perceived problems with pupil safety. Parent/guardians overwhelmingly agreed that for a primary school to be a good school, it must have permanent buildings and that school quality is improved by requiring pupils to wear uniforms.

Value of Schooling. Parent/guardians were asked about the advantages of primary schooling for a 15-year-old boy or girl compared with a boy or girl of the same age who had never attended school. Nearly all respondents said there were benefits to primary schooling for both boys and girls. There were minimal gender differences in advantages mentioned, with commonly cited benefits for both boys and girls being literacy and developing a moral framework. One benefit listed more often for girls than for boys was the likelihood of making a better marriage.

Parent/guardians were also asked about the disadvantages of sending a boy, and then a girl, to primary school. Virtually all parent/guardians said there were no disadvantages to sending either a boy or a girl to school.

REPRODUCTIVE MATTERS, HIV/AIDS, AND EDUCATION

Sources of Information about Reproductive Matters. Parent/guardians were asked where children in the community get information about reproductive matters, such as conception and contraception. The most commonly cited sources of information include teachers, parent/guardians themselves, children's friends, clinics and health centres, and the radio.

Reproductive Health Education and Primary Schooling. Parent/guardians were asked whether schools should teach about reproductive health education, and 62 percent said that they should. Among these parent/guardians who approved of including reproductive health education in schools, the majority thought that the subject should be introduced in the upper primary grades. Among the 35 percent of parent/guardians who said primary schools should not teach reproductive health education, the most common reasons given were that primary school pupils are too young, that reproductive health education encourages children to have sex, and that it is not appropriate to teach reproductive health education in schools.

HIV/AIDS Education and Primary Schooling. Parent/guardians were asked whether schools should teach about HIV/AIDS, and 86 percent said that they should. Among these parent/guardians who approved of including HIV/AIDS education in schools, the majority thought that the subject should be introduced in the upper primary grades. Among the 14 percent of parent/guardians who said primary schools should not teach HIV/AIDS education, the most common reasons given were the same ones given for not teaching sex education in primary schools. Parent/guardians were also asked whether any children in the community and in their family did not attend school because their parent/guardians were sick from or had died of HIV/AIDS. Eight percent of the parent/guardians said that this was the case in their community, and just 3 percent said that there were children in their own family who did not attend school because a parent/guardian was sick or had died of HIV/AIDS.

NIGERIA

