Nigeria

DHS EdData Survey 2010

Education Data for Decision-making

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The 2010 Nigeria Education Data Survey (NEDS) was implemented by the National Population Commission (NPC) in collaboration with the Federal Ministry of Education and the Universal Basic Education Commission. RTI International provided technical assistance The 2010 NEDS was jointly funded by the United States Agency for International Development (USAID) and the UK Department for International Development (DFID).

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DHS EdData Survey
2010

Education Data for Decision-making

National Population Commission
Abuja, Nigeria

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National Population Commission
Federal Republic of Nigeria

Federal Ministry of Education
Federal Republic of Nigeria

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Support Programme
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ACRONYMS

CBN	Central Bank of Nigeria
CDC	Centers for Disease Control and Prevention
DFID	UK Department for International Development
DHS	Demographic and Health Survey
EFA	Education for All
FCT	Federal Capital Territory
FMOE	Federal Ministry of Education
GAR	Gross Attendance Ratio
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
HGSF	Home Grown School Feeding program
JSS	Junior Secondary School
LGA	Local Government Area
NAR	Net Attendance Ratio
NBTE	National Board for Technical Education
NCHS	US National Center for Health Statistics
NDES	Nigeria DHS EdData Survey
NDHS	Nigeria Demographic and Health Survey
NEDS	Nigeria Education Data Survey
NEMIS	Nigerian Education Management Information System
NPC	National Population Commission
PTA	Parent–Teacher Association
QC	Quality Control
SD	Standard Deviation

SSS	Senior Secondary School
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UK	United Kingdom
US	United States
USAID	United States Agency for International Development
WHO	World Health Organization

Foreword

In virtually all nations, education plays a key role in poverty reduction and other development programs. In recognition of this, Nigeria has for long accorded the education sector priority in its development objectives. The Nigerian government, in 1999, launched the Universal Basic Education Program to pay particular attention to schooling at the primary and junior secondary school levels.

Over the years, a major challenge faced by policy makers in Nigeria is obtaining reliable information to enhance the decision-making process. This report, which provides new information and analysis on education in Nigeria, comes at a critical time when the government is enhancing its commitment to education. It will serve as a major reference point to policy makers and others who are potential implementers of education policy in the near future. This is especially critical as we gear up for greater momentum, expansion, and reform of educational programs in Nigeria to make the system more responsive to the needs of the wider society.

I encourage the full utilization of the information provided in this report by all tiers of government to ensure success in the education sector. I commend USAID and DFID for the generous support provided for the study. I also urge the National Population Commission to continue in its efforts to generate additional socio-economic data required for meaningful planning and development.

Prof. Ruqayyatu Ahmed Rufai'I, Office of the Order of the Niger
Honorable Minister of Education
Federal Republic of Nigeria
Abuja, May 2011

PREFACE

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 (NPC), 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. As the NPC continues with its efforts to ensure the availability and dissemination of reliable data, it is hoped that users will make use of the available information for program evaluation and planning.

The 2010 Nigeria Education Data Survey (2010 NEDS) is important in several respects. The survey, which was conducted in collaboration with the Federal Ministry of Education (FMOE) and the Universal Basic Education Commission (UBEC), is the second of its kind conducted with the aim of obtaining household information on children's education. The survey covers topics such as the age of children at first school attendance and dropout, reasons for over-age first-time enrollment in school, reasons for never enrolling in school, and the frequency of and reasons for pupil and student absenteeism. Additionally, the survey obtained information on household expenditures on schooling and other contributions to schooling; distances and travel times to schools; and parent's/guardians' perceptions of school quality and the benefits and disadvantages of schooling.

The 2010 NEDS was linked to the 2008 Nigeria Demographic and Health Survey (Nigeria DHS).

The text and tables in this report have been presented in a user-friendly manner and I hope readers will avail themselves of the information.

I wish to thank NPC Federal Commissioners for their support during the implementation period by providing the required leadership and advocacy support. The support provided by Dr. W.D.C. Wokoma (Director-General), Dr. Emmanuel Enu Attah (Director, Planning and Research), and others are hereby acknowledged.

NPC gratefully acknowledges the dedication of the core 2010 NEDS technical team for their outstanding and enthusiastic management of the technical, administrative, and logistical phases of the survey. The survey could not have been a success without the able leadership of Mr. Sani Ali Gar (Project Director) and Mr. Inuwa Bakari Jalingo (Project Coordinator). Similarly, I wish to express appreciation to RTI International for their technical assistance during all stages of the survey.

Special gratitude goes to the supervisors, editors, interviewers, quality control interviewers, drivers, and the data processing team for their tireless efforts. The survey could not have been conducted successfully without the commitment of the entire field staff of the 2010 NEDS. The data processing staff is also commended for their important role in the timely processing of the data.

The success of the 2010 NEDS was also made possible by the support and collaboration of many organizations and individuals. To this end, I wish to acknowledge the financial support provided by the United States Agency for International Development (USAID) and the Department for International Development (DFID) for the survey, and to Akintola Williams Deloitte for providing accounting and disbursement services that allowed for the timely and efficient transfer of project funds throughout all components of the survey. The support of the FMOE and UBEC officials is also greatly appreciated.

Our appreciation goes to all the households and respondents selected for the survey, without whose participation and support, this project would not have been a success.

Finally, we appreciate and thank the respondents and the general public for their understanding and for making possible an enabling environment for the conduct of this important survey.

Chief Samu'ila Danko Makama, CON
Chairman
National Population Commission
Abuja
May 3, 2011

SUMMARY OF FINDINGS

The 2010 Nigeria Education Data Survey (NEDS) was a nationally representative sample survey implemented primarily by the National Population Commission (NPC) in collaboration with the Federal Ministry of Education (FMOE) and the Universal Basic Education Commission (UBEC). To ensure that local were reflected and ensure international comparability of information, the survey instruments were modified by NPC in consultation with a number of technical institutions and agencies, including the FMOE and UBEC during a stakeholders meeting. RTI International (RTI) provided technical advisory services. Funding for the overall NEDS activity, including the development of the core survey instruments, was provided by US Agency for International Development (USAID) and UK Department for International Development (DFID).

The 2010 NEDS is similar to the 2004 Nigeria DHS EdData Survey (NDES) in that it was designed to provide information on education for children age 4–16, focusing on factors influencing household decisions about children's schooling. This 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 parents'/guardians' perceptions of schooling, among other topics.

The 2010 NEDS was linked to the 2008 Nigeria Demographic and Health Survey (NDHS) in order to collect additional education data on a subset of the households (those with children age 2–14) surveyed in the 2008 Nigeria DHS survey. The 2008 NDHS, for which data collection was carried out from June to October 2008, was the fourth DHS conducted in Nigeria (previous surveys were implemented in 1990, 1999, and 2003).

The goal of the 2010 NEDS was to follow up with a subset of approximately 30,000 households from the 2008 NDHS survey. However, the 2008 NDHS sample shows that of the 34,070 households interviewed, only 20,823 had eligible children age 2–14. To make statistically significant observations at the State level, 1,700 children per State and the Federal Capital Territory (FCT) were needed. It was estimated that an additional 7,300 households would be required to meet the total number of eligible children needed. To bring the sample size up to the required target, additional households were screened and added to the overall sample. However, these households did not have the NDHS questionnaire administered. Thus, the two surveys were statistically linked to create some data used to produce the results presented in this report, but for some households, data were imputed or not included.

A very high overall response rate of 97.9 percent was achieved with interviews completed in 26,934 households out of a total of 27,512 occupied households from the original sample of 28,624 households. The response rates did not vary significantly by urban–rural (98.5 percent versus 97.6 percent, respectively). The response rates for parent/guardians and children were even higher, and the rate for independent children was slightly lower than the overall sample rate, 97.4 percent. In all these cases, the urban/rural differences were negligible.

Characteristics of Households and Household Members

Educational Attainment. Educational attainment among adults is defined here as achievement in education for persons age 15 or older. Thirty-eight percent of the adult population has no formal schooling. There is an increase in adult education participation from 57 percent in 2003 to 62 percent in 2008 Nigeria DHS, although there are substantial differences in educational attainment by gender, residence, and age group. On average, men have completed 1.5 more years of schooling than women in urban areas and 1.8 more years of schooling than women in rural areas. Rural dwellers are about twice as

likely to have no schooling than urban dwellers, 46 versus 20 percent, respectively. Compared with the survey results of 2003, there has been more improvement in the urban than the rural (48 percent in 2003 for rural population and 30 percent for the urban). Substantial regional variations exist in the data. In the North West and North East about two thirds of the population have no schooling (64 percent) in each zone. The lowest rate of the population with no schooling is observed in the South South (11 percent). Fourteen percent and 17 percent of the population were observed to have no schooling in the South East and South West, respectively. Eighteen percent of young adults age 15–19 have no schooling, compared with 74 percent of those age 65 and older. This follows similar trend as in the 2003 DHS.

Children's Living Arrangements. There is a slight increase of children among the age groups that live with biological parents from 2004 to 2010 (71 percent and 77 percent, respectively). However, this change may be due to difference in the age distribution of children. Younger children are more likely than older children to live with both parents. Fifteen percent of children live with either their mother or their father (but not both), and 8 percent of children live with neither parent. Of these, most (5 percent) have both parents still living, 2 percent have one parent still living, and 1 percent have lost both parents. The 2008 NDHS also reported less than 1 percent children that lost both parents.

Children in rural areas are slightly more likely than those in urban areas to live with both parents (78 percent and 75 percent, respectively). In the regional coverage, there is a general increase from 2004 to 2010 in the proportion of children living with both parents, with a recorded high in the North West (80 versus 86 percent) to the South West (62 and 70 percent), except for South East with a slight drop (70 versus 72 percent).

Children's Eating Patterns. The survey collected information about the meals eaten by children on the day before the household was interviewed. Figures for 2004 and 2010 show similar trends, with children slightly more likely to have eaten breakfast and lunch in 2010 (99 percent, compared with 95 percent for 2004). Overall, children ate about 4 times during the day.

Children's Nutritional Status. The survey also collected and analyzed height and weight measurements for children age 4–9. Twenty-two percent of children age 4–10 are moderately and severely stunted (less than −2 SD), whereas only 11 percent are severely stunted (less than −3 SD). Male children and female have about the same likelihood for being stunted (23 percent and 21 percent). Children in rural areas are far more likely to be classified as stunted (26 percent) than children in urban areas (14 percent), and are more likely to be severely stunted as those in urban areas (13 percent versus 7 percent).

The highest rates of stunting are in the North West and North Central (both 30 percent), whereas the lowest rate of stunting is in the South West (10 percent). Similarly, severe stunting is highest in the North Central (19 percent). The less economically advantaged the household, the more likely the child is to be stunted: 33 percent of the least advantaged children are stunted, compared with 9 percent of the most advantaged children. This trend is similar to the 2004 NDES, but with higher proportions (37 and 13 percent, respectively). Only 6 percent of children age 4–10 were found to be wasted, and almost 3 percent were found to be severely wasted. There are slight increases over the rates of wasting in 2004. These findings are comparable with those of the NCHS reference population of well-nourished children, and falls within the normal population range of variability for weight-for-height.

Literacy and Numeracy among Children. Literacy and numeracy are complex constructs, not easily captured by one indicator. The NEDS provides only one measure each for literacy and numeracy and, therefore, should be interpreted with some caution. Each child was given a simple test for literacy and numeracy. Basic literacy was assessed by asking the child to read a single short sentence in English first and then his or her preferred language (Hausa, Igbo, or Yoruba,). Information was collected on whether they could not read the sentence at all, whether they could read part of the sentence, or whether they could

read the entire sentence. Children who could read either part of or an entire sentence correctly are considered to have basic literacy skills. Basic numeracy was tested by asking a child to add two single-digit numbers that sum to less than 10 (e.g., the sum of 3 + 2). Information was collected on whether children correctly summed the numbers or not. Children who calculated the correct sum are considered to have basic numeracy skills.

The 2010 NEDS collected information for age 5–16 compared with the 4–12 age group covered in the 2004 NDES. There is a significant increase in children's literacy from 28 percent in 2004 to 46 percent in 2010. This change is reflected more in urban areas (from 45 percent to 70 percent) than in rural areas (19 percent to 36 percent). Encouragingly, literacy among children has increased more for females (from 26 percent to 45 percent) than for males (from 30 percent to 48 percent). Compared with the 2004 NDES, regional literacy improvements are more remarkable in the South West with an increased proportion from 55 percent to 79 percent than in the North East with an increased proportion from 13 percent to 14 percent.

A higher percentage of children aged 5–16 exhibit rudimentary numeracy skills than literacy skills: 58 percent can perform simple addition, compared with 46 percent who are literate. Twenty-three percent of children age 5 have numeracy skills, whereas that of the 12–16 age group is 77 percent. As expected, numeracy skills improve by schooling level: 14 percent for children with no schooling, 48 percent with pre-primary, 71 percent with primary, and 97 percent with secondary.

Children's School Attendance

Primary School Attendance and Pupil Flow Rates. Sixty-one percent of children age 6–11 (64 percent of males and 58 percent of females) attend primary school. School-age children in urban areas are more likely than those in rural areas to attend primary school (74 percent versus 55 percent). In addition, notable regional differences exist in the percentage of school-age children attending primary school; in the North West, 42 percent of children attend, compared with 83 percent in the South West and 82 percent in the South South.

At the primary level, pupil repetition and drop-out rates are low. The highest repetition rate is in primary 1, with 7 percent (4 percent in 2002-2003 survey) of the pupils attending school in 2008-2009 repeating the same class in 2008-2009. Comparing data for the 2004 NDES with 2010 NEDS, it is observed that while repetition rates have decreased in primary 2 -5, they have increased in primary one and six.

The drop-out rate is generally low, less than 1 percent in primary 1 through 5, except in primary 6. During the 2008–2009 school year, 11 percent of the pupils attending primary 6 dropped out of the school before the 2009–2010 school year. It should be noted, however, that "drop out" is perhaps not the most accurate term for leaving school at the end of the primary school cycle, as some pupils leaving school would likely stay in school if offered a place at secondary school Drop out that occurs because of a shortage in the supply of schooling is often referred to as "push out." With secondary schooling being far more accessible in urban than in rural areas, these data lend support to the push-out theory, suggesting that one of the factors in pupils not making the transition to secondary school is related to access. Comparing 2004 and 2010 data, drop-out rates in 2010 have declined slightly from the 2004 levels.

The 2010 NEDS also collected information on religious education among Muslim youth. Among Muslim youth age 4–16, a vast majority attend either a formal academic school (at any level, from pre-primary through higher), a Qur'anic school, or both types of schools, with just 24 percent attending neither type of school. More Muslim youth tend to attend a Qur'anic school (51 percent) than a formal academic school (49 percent). Twenty-four percent of Muslim youth combine both the formal academic school and the Qur'anic school. There are notable gender differences in participation in formal academic schooling.

Whereas 54 percent of male Muslim youth age 4–16 participate in formal academic schooling, 45 percent of female Muslim youth do so. Urban–rural disparities in participation in formal academic schooling are also evident. More than twice as many rural Muslim youth age 4–16 as their urban counterparts do not attend either type of school (28 and 13 percent, respectively). Although 75 percent of youth in urban areas attend formal academic school, only 40 percent do in rural areas. Among the zones, there are substantial differences in school participation. In the North East, 35 percent of Muslim youth aged 4–16 do not attend either type of school, compared with 17 percent in the North Central, 24 percent in the North West, and 8 percent in the South West.

Variations in school participation by economic status are striking: whereas only 7 percent of Muslim youth in the highest quintile do not attend either type of school, 36 percent in the lowest quintile do not attend either type of school. The vast majority of the most advantaged youth attend formal academic schools compared with the least advantaged youth (90 percent and 22 percent, respectively). This trend is similar when compared with the 2004 NDES findings: 2 percent for those in the highest quintile, 23 percent for those in the lowest and 94 percent of the most advantaged youth.

Secondary School Attendance Ratios. At the secondary level, a far lower proportion of school-age children attend school than is the case at the primary level. Forty-four percent of children age 12–17 attend secondary school in Nigeria (whereas 35 percent did in 2004). There is no difference by gender (a net attendance ration [NAR] of 44 percent). However, the percentage of children attending secondary school in urban areas is about twice as much as that for children in rural areas: 60 percent of children in urban areas attend secondary school, compared with 36 percent of those in rural areas. Regional differences in both net and gross attendance ratios are substantial. The secondary school NAR in the South West (65 percent) is about three times higher than the NAR in the North East (22 percent). About half (1 in 2) of the children age 12–17 in the southern zones attend secondary school, whereas about 1 in 4 children of the same age group in the North East and North West zones attend secondary school`. Attendance of secondary school is also directly related to socio-economic status of households. Children age 12–17 in households in the highest quintile are five times more likely to attend secondary school than their counterparts in the lowest 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. Among primary school-aged children who had never attended primary school, the three most commonly cited factors in not attending in 2009–2010 are distance to school, child labor needs at home, and monetary costs. Other common factors were the perception that the child was too young or immature to attend school and the poor quality of schools. As was the case with factors in never having attended school, the monetary and nonmonetary costs of schooling are common factors in primary school dropout. Among the child-related factors, the most common reason given for dropout was that the child was no longer interested in attending school (27 percent)

Household Proximity to Schools. Sixty-nine percent of children in Nigeria live within 15 minutes of the nearest primary school, and 6 percent of children live over 60 minutes away. Children in urban areas live closer to school than children in rural areas: 85 percent of children in urban areas and 62 percent of those in rural areas live within 15 minutes of the nearest school. Comparatively, the proportion of pupils that walk from their households to the nearest primary school within 15 minutes has changed over the years: from 76 percent in 2004 NDES to 69 percent in 2010 NEDS. This may be as a result of the availability of more government schools closer to home than private schools. Although slight regional differences in the mean walking time were recorded in 2004, the variation between the northern and the southern zones are considerable in 2010: 23–37 minutes in the northern zones and 14–19 minutes in the southern zones.

Urban–rural differentials are more pronounced for access to secondary schools than for primary schools: 62 percent of children in urban areas are located within 15 minutes of a secondary school, compared with 22 percent of children in rural areas. The mean walking time to the nearest secondary school is 20 minutes for children in urban areas and 76 minutes for children in rural areas. Across the zones, mean walking time to the nearest secondary school is shortest in the South East (33 minutes) and longest in North Central (90 minutes). Comparatively, the proportion of pupils that walk from their households to the nearest primary school within 15 minutes has changed over the years: from 76 percent in 2004 NDES to 69 percent in 2010 NEDS.

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. The 2010 NEDS did not capture information on student absenteeism during the preceding year. During the review of the questionnaire, it was decided that it would be better to combine the two questions on student absenteeism. Thus, information from the preceding year and information from the preceding week was replaced with information from the preceding month. The justification was that reported absenteeism from the previous year was considered to be unreliable, because of recall lapse.

Seventeen percent of pupils were absent one or more days during the four weeks preceding the interview. There is slight variation by sex: 18 percent for males versus 16 percent for females. By residence, 20 percent of pupils in rural areas and 12 percent of their urban counterparts were absent one or more days during the month of school preceding the interview. Among the zones, 5 percent of pupils in South West were absent one or more days during the reference period, whereas 31 percent were absent in the North East. Ten percent of pupils whose parents/guardians are in the highest economic status quintile were absent one or more days, compared with 25 percent in the lowest quintile. Among pupils who missed school during the reference period, the mean number of days missed is 5.5.

For secondary school students, 15 percent of students were absent one or more days the month preceding the interview. Among students who missed one or more days during the month of school before the interview, the mean number of days missed is about 5. There is very little difference by gender of secondary school students missing school in the previous month. More students in rural areas were absent (18 percent) than in the urban areas (12 percent). Students in the North East and South South (21 and 22 percent, respectively) were absent one or more days, compared with 7 percent of students in the South West. The higher the economic status of the family, the fewer student absences occurred in the previous month for secondary school students.

Reasons for Absenteeism. Illness was the most commonly cited reason for missing school (36 percent). Whereas 22 percent of pupils missed school because they did not want to go to school, 11 percent missed school because of domestic work. Ten percent missed school to work on the family farm/business and 9 percent because school fees were due and no money was available. Five percent missed school to attend a family function such as a funeral, naming ceremony, or wedding. Only one percent missed school to work for an employer.

Household Expenditures on Schooling and Other Contributions to Schooling

Household Expenditures on Primary Schooling. The 2010 NEDS collected information about whether households spent money on each pupil's schooling during the 2009–2010 school year; and if so, how much was spent on each item. Questions were asked specifically about possible costs, including tuition, PTA fees, exam fees, boarding fees, uniforms and clothing, books and supplies, transportation, food, extra lessons, and other types of expenditures. It must be emphasized that the parent/guardian respondent was asked about expenditures made by members of the household, rather than all expenditures made on the pupil's behalf. If, for example, the household did not spend money on the school development levy, but an uncle living in another household paid this levy, the expenditure was not recorded for that pupil because it was not made from within the pupil's household.

Nearly all pupils' households spent money on books and supplies, and nine in ten (92 percent) spent money on handworks, and school uniforms and clothing. Six in ten pupils' households spent money on PTA fees, and one in two pupils household spent money on food. About one-quarter of pupils' households spent money on extra lessons, a third on the school development levy, and on tuition. Less common were expenditures on furniture, transport, and boarding fees. On average, pupils' households spent ₦7,691 per pupil during the 2009-2010 school year. Among pupils in urban areas, the mean expenditure on schooling (₦13,832) was three times higher than the mean expenditure among pupils in rural areas (₦4,632). In 2004, the per-pupil expenditure was slightly higher (on average ₦7.918) even without taking into account inflation, and the urban–rural disparity was considerably less difference (expenditure in urban areas was twice as much).

The mean annual expenditure for pupils attending private schools far exceeds that for pupils attending government schools. Per pupil household expenditure for pupils in government schools has declined by half since 2004.

As might be expected, the more economically advantaged the household, the greater the mean total expenditure per pupil. Mean total expenditure on a pupil from the highest quintile (₦20,215) was more than ten times as high as the mean total expenditure on a pupil from the lowest quintile (₦1,944). In comparison with 2004, the 2010 data indicate a higher correlation between socio-economic status and per pupil household expenditures on education. As a corollary, lower socio-economic groups are spending less on education in 2010 than in 2004.

Household Expenditures on Secondary Schooling. Nearly all secondary school students' households paid for schooling during the 2009–2010 school year. The average per-student secondary school expenditure was more than twice as high as the per-pupil primary school expenditure (₦18,448 at the secondary level compared with ₦7,691 at the primary level). Overall per-pupil expenditure on secondary education has declined from ₦20,628 in 2004. Patterns seen here are similar to those of primary spending. One interesting change is a shift from equal per student expenditures by residence in 2004 (₦20,947 in urban compared with ₦20,283 in rural) to marked urban–rural disparity in 2010 (₦23,244 and ₦14,511, respectively).

On average, comparable amounts were spent by households on male and female students in 2010; however, in 2004, more money was spent on female students than on male students. Among the regions, the highest sum was spent on students in the South West, and the least on those from the North East. As expected, students' households in the highest (or most advantaged) quintile spent more per student than households in the other quintiles.

Other Household Contributions to Schooling. In addition to monetary contributions for children's schooling, children and other household members may contribute time, labor, and materials to schools. Overall, primary school pupils in Nigeria spend about 6.5 hours per day on school-related activities, more

1. INTRODUCTION

1.1 History, Geography, and Economy

History

Nigeria came into existence as a nation-state in 1914 through the amalgamation of the Northern and Southern protectorates. Before 1914, independent kingdoms and emirates with traditional but sophisticated systems of government operated based on various cultural, ethnic, and linguistic groups such as the Oyo, Benin, Nupe, Jukun, Kanem-Bornu, and Hausa-Fulani. There were also other relatively small but strong—and indeed resistant–ethnic groups (e.g., Igbo, Ibibio, and Tiv).

The British established a crown colony system of government after the amalgamation and ruled until 1942, when a few Nigerians participated in the administration of the country. In the early 1950s, Nigeria achieved partial self-government with a legislature in which the majority of the members were elected into an executive council of whom most were Nigerians. Nigeria became fully independent in October 1960 as a federation of three regions (Northern, Western, and Eastern) under a constitution that provided for a parliamentary system of governance. The Lagos area became the Federal Capital Territory (FCT). [1]

On October 1, 1963, Nigeria became a republic with different administrative structures, social groups, and distinct cultural traits reflecting the diversity of its people. There are about 374 identifiable ethnic groups, with the Igbo, Hausa, and Yoruba as major groups.

Presently, Nigeria comprises an FCT and 36 States grouped into six zones: North Central, North East, North West, South East, South South, and South West. There are also 774 constitutionally recognized local government areas (LGAs) in the country.

Geography

Nigeria is in the West African sub-region, lying between latitudes 4º16' and 13º53' north and longitudes 2º40' and 14º41' east. It is bordered by Niger in the north, Chad in the northeast, Cameroon in the east, and Benin in the west. To the south, Nigeria is bordered by approximately 850 kilometers (528.2 miles) of the Atlantic Ocean, stretching from Badagry in the west to the Rio del Rey in the east. With a total land area of 923,768 square kilometers (356,668.8 square miles), Nigeria is the fourteenth largest country in Africa.

Nigeria is diverse in climate and topography, encompassing uplands of 600 to 1,300 meters (372.8 to 807.8 miles) in the North Central and the east highlands, and lowlands of less than 20 meters (12.4 miles) in the coastal areas. Additional lowlands extend from the Sokoto plains to the Borno plains in the north, the coastal lowlands of western Nigeria, and the Cross River basin in the east. The highland areas include the Jos Plateau and the Adamawa highlands in the north, extending to the Obudu Plateau and Oban Hills in the southeast. Other topographic features include the Niger-Benue Trough and Chad Basin.

Nigeria has a tropical climate with wet and dry seasons associated with the movement of the two dominant winds—the rain-bearing south westerly winds and the cold, dry, and dusty north easterly winds commonly referred to as the Harmattan. The dry season occurs from October to March with a spell of coolness and dry, dusty Harmattan wind felt mostly in the north in December and January. The wet season occurs from April to September. The temperature in Nigeria oscillates between 25° and 40°C (77° and 104°F), and rainfall ranges from 2,650 millimeters in the southeast to less than 600 millimeters in

[1] The FCT was moved from Lagos to Abuja in 1991.

some parts of the north, mainly on the fringes of the Sahara Desert. The vegetation that results from these climatic differences consists of a mangrove swamp forest in the Niger Delta and the Sahel grassland in the north. Within a wide range of climatic, vegetation, and soil conditions, Nigeria possesses potential for a wide range of agricultural production.

Economy

Agriculture has traditionally been the mainstay of Nigeria's economy. At the time of the country's independence in 1963, more than 75 percent of the country's formal labor force was engaged in agriculture, which also provided a satisfactory livelihood to more than 90 percent of the population. With the discovery of oil, the dominant role of agriculture in the economy, especially in terms of the country's foreign exchange earnings, gave way to petroleum. By 2006, the contribution of agriculture to gross domestic product (GDP) was 32.5 percent, compared with 38.8 percent for oil and gas contributed. Oil and gas now dominate the economy, contributing 99 percent of export revenues and 78 percent of government revenues. Within the non-oil sector, agriculture still plays a substantial role, followed by (in descending order) industry, services, and wholesale/retail trade. However, substantial exports of liquefied natural gas commenced in late 1999, and are currently slated to expand as Nigeria seeks to eliminate gas flaring.

The Nigerian financial system, which is critical to the domestic economy, has remained relatively stable and overall macroeconomic performance was satisfactory in 2008.[2] Reforms in the banking sector particularly in 2010 have weeded out weak institutions and restored eroding consumer confidence. Since the onset of the democratic administration in 1999, economic policies have become more favorable to investment. Moreover, progress has been made toward establishing a market-based economy. Consequently, there has been an improvement in the performance of the domestic economy. Nigeria's GDP growth rate was estimated at 2.7 percent in 1999. This increased to 6.6 in 2004, dropped slightly to 6.5 in 2005, 6.0 in 2006, and rose again to 6.5 in 2007. By 2008, the real GDP growth rate was estimated at 6.4 percent.[3]

Before the advent of the civilian administration in 1999, Nigeria had a large public sector, comprising more than 550 public enterprises in most sectors of the economy. The democratically elected civilian administration recognized the importance of privatization in restructuring the economy. Several policies were enacted to liberalize, deregulate, and privatize key sectors of the economy such as electricity, telecommunications, and downstream petroleum sectors. In recent years, Nigeria privatized the only government-owned petrochemical company and sold its interest in eight oil service companies. Although it may be too early to determine the impact of privatization and liberalization on the Nigerian economy, these economic policy reforms, combined with investments in human resources and physical infrastructure, as well as the establishment of macroeconomic stability and good governance, are essential to achieving a high rate of self-sustaining, long-term economic growth.

1.2 Education System and Programs

Structure of the Education System

Education in Nigeria is on the concurrent legislative list, which makes it a shared responsibility of the federal, state, and local governments. As a result, many stakeholders, including regulators, policy makers, and examination bodies work together to give direction to the sector. The FMOE regulates the education sector and is mandated to engage in policy formulation and ensure quality control. It also plays a

[2] CBN Annual Report and Financial Statements for the Year Ended December 31, 2008.
[3] CBN, ibid.

dominant role in the provision of post-secondary education, while the state and local governments are responsible for the provision of basic and post-basic education.

The education sector in Nigeria is divided into three sub-sectors—Basic, Post-Basic, and Tertiary—which are provided by both public and private bodies. The formal academic school system includes a network of religious schools (primarily Muslim and Christian) that offers a range of religious and secular subjects such as English and mathematics. In addition to the formal academic Islamic schools, there are purely religious schools that teach Qur'anic studies.

According to the National Policy on Education (2004), Basic Education is the education given to children age 0–15. It covers Early Childhood Care and Education (0–5), and nine (9) years of formal schooling consisting of six (6) years of primary and three (3) years of Junior Secondary Education. Equally included in this component of the education system are special interventions directed at nomadic and migrant children as well as mass literacy, adult, and non-formal education.

Pre-primary education as stated in the National Policy on Education covers the period 0–5 years. The education at this level is provided by both government and private providers. Pre-primary education aims to promote a smooth transition from home to school, prepare children for primary education, and provide adequate care and supervision for children while their parents work.

Primary education is provided in institutions for children age 6–11 years. The curriculum aims to inculcate permanent literacy, laying a sound basis for scientific, critical, and reflective thinking; and also equipping the child with core life skills for effective functioning in the society. Primary education is free and compulsory.

Junior secondary education is given to children between the age of 12 and 14. It completes the basic education segment of the education structure. The curriculum at this level is both academic and pre-vocational. Its major thrust is to provide the child with diverse knowledge and skills for entrepreneurship and educational advancement. As part of the Universal Basic Education Program (UBE), it is free and compulsory.

Mass literacy, adult, and non-formal education is described as the equivalent of basic education given to adults, children, and youth of formal school age outside the formal school system. The aims, as specified in the National Policy on Education (2004) are to provide functional basic education for adults and youths who have never had the advantage of formal education or who left school prematurely.

Post-basic education has the following three categories: a three-year senior secondary education, a three-year science and technical education; and continuing education provided in vocational enterprise institutions.

The senior secondary education is provided to children age 15–17 years. It is a concurrent responsibility of federal and State governments, but private providers are fast emerging as active partners in this sub-sector. Senior secondary education is designed to foster the development of Nigerian languages and culture, promote critical thinking, respect for the dignity of labor, as well as the appreciation of national values and goals.

Tertiary education occurs after the post-basic (senior secondary) education at universities, polytechnics and monotechnics, colleges of education, innovative enterprise institutions and other institutions offering distance and correspondence education. The National Universities Commission, the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education are the supervisory bodies that coordinate the activities of the institutions within this sub-sector.

It is important to note, however, that the 2010 NEDS focuses primarily on basic education. Thus it is necessary to produce indicators and highlight core issues in basic education with the aim of effecting evidence-based planning, monitoring and evaluation for improved delivery of this critical sub-sector of the education system.

Education Statistics

Before 1987, education statistics in Nigeria was merely a collection of information and data of a limited scope. The 1987 Civil Service Reforms required more comprehensive record keeping. As a result, the scope and quality of education statistics have improved. The scope of statistical indicators covered by the 1999–2005 Statistics of Education in Nigeria published by the FMOE was a watershed. Virtually all key descriptive indicators of the performance of the Basic and other levels of Education in Nigeria have been adopted.

The FMOE/NEMIS (Nigerian Education Management Information System) annual statistical abstract confirms a gender gap in favor of boys enrollment, a low repetition rate at primary level, (due to the nationwide application of automatic promotion), low drop-out at primary level and more than half of the pupils completing primary school now making the transition to junior secondary school.

Contrary to expectation, gross enrollment dropped sharply in 2007 despite the consistently increasing resource input and mobilization/awareness campaigns. This apparent reduction in gross enrollment could be attributed to two reasons:

- a prolonged mass teachers strike in 2007, which led many parents to withdraw their children from public schools and send them to private schools
- Home Grown School Feeding (HGSF) program that was discontinued in a majority of States discouraged additional enrollment.

In 2010, the gross enrollment exceeded 2.5 million.

The completion rate for junior secondary school was 33 percent in 2006. When computed from the FMOE Report for 2007, however, the completion rate was 78 percent, with slightly more females (78.4 percent) completing the cycle than their male counterparts (78.0 percent). The completion rate in this record is in line with the expectation from the increasing annual resource input.

In 2010, the completion rate for primary school (from FMOE national school census data) is 74percent. This was a slight drop with more males (74 percent) completing the cycle than their female counterparts (69 percent). The completion rate for junior secondary school in 2010 from the FMOE national school census data is 48 percent, with more females (55 percent) completing the cycle than their male counterparts (50 percent).

The apparent drop may be related to the low returns of school census forms from private school administrators. The gross enrollment rate (GER) for boys (35.4 percent) was higher than the GER for girls (29.5 percent) with children in the South West (45.4 percent) and North Central States (39 percent). When disaggregated by gender and geo-political zone, girls in the South West zone (46.6 percent) were the most advantaged while the North West zone (16.4 percent) offered the least opportunity.

1.3 Objectives of the 2010 Nigeria Education Data Survey

Although strides have been made in recent years to improve levels of student enrollment and attendance, more work is needed to ensure that all children in Nigeria have equitable access to quality schooling. Policy makers must have accurate and timely data to formulate courses of action designed to increase enrollment, attendance, and learning and to achieve Nigeria's UBE and Education for All (EFA) goals.

The 2010 NEDS has the following specific objectives:

- Provide data on the schooling status of Nigerian children of basic education age, including factors influencing whether children ever enroll in school and why students drop out of school
- Quantify household expenditures on children's schooling by examining differential patterns of expenditure by various background characteristics
- Measure parent attitudes to schooling, including the quality of schooling and provide an understanding of attitudes that shape their willingness to send their children to school
- Measure the frequency of student absenteeism and reasons for missing school in order to suggest possible approaches to maximizing attendance
- Measure parent attitudes to reproductive health and AIDS education and to understand how the introduction of these topics into primary school will likely be received
- Provide data that allows for trend analysis and State comparisons

1.4 Organization of the Survey

The 2010 Nigeria Education Data Survey (NEDS) was a nationally representative sample survey implemented primarily by the National Population Commission (NPC) in collaboration with the FMOE and the Universal Basic Education Commission (UBEC). To ensure that local conditions were reflected and ensure international comparability of information, the survey instruments were modified by NPC in consultation with a number of technical institutions and agencies, including the FMOE and UBEC during a stakeholders meeting. RTI International (RTI) provided technical advisory services. Funding for the overall NEDS activity, including the development of the core survey instruments, was provided by US Agency for International Development (USAID) and UK Department for International Development (DFID).

1.5 Link between the 2010 NEDS and the 2008 Nigeria Demographic and Health Survey

The 2010 NEDS was linked to the 2008 Nigeria Demographic and Health Survey (NDHS). The 2008 NDHS, for which data collection was carried out from June to October 2008, was the fourth DHS conducted in Nigeria (previous surveys were implemented in 1990, 1999, and 2003). The 2008 NDHS was designed to provide current and reliable information on key indicators of social development, including fertility levels and trends, family planning knowledge and use, maternal and child health, maternal mortality, awareness and behavior regarding AIDS and other sexually transmitted infections, and domestic violence. The 2008 NDHS also included questions on educational attainment among household members and literacy among men age 15–59 and women age 15–49.

The 2010 NEDS was linked to the 2008 NDHS to collect additional education data on a subset of the households (those with children age 2–14) surveyed in the 2008 NDHS. The goal of the 2010 NEDS was to follow up with a subset of approximately 30,000 households from the 2008 NDHS survey. However, the 2008 NDHS sample shows that of the 34,070 households interviewed, only 20,823 had eligible children age 2–14. To make statistically significant observations at the State level, 1,700 children per State and the Federal Capital Territory (FCT) were needed. It was estimated that an additional 7,300 households would be required to meet the total number of eligible children needed. To bring the sample size up to the required target, additional households were screened and added to the overall sample. However, these households did not have the NDHS questionnaire administered. Thus, the two surveys were statistically linked to create some data used to produce the results presented in this report, but for some households, data were imputed or not included.

1.6 Sample Design

The eligible households for the 2010 NEDS are the same as those households in the 2008 NDHS sample for which interviews were completed and in which there is at least one child age 2–14, inclusive. In the 2008 NDHS, 34,070 households were successfully interviewed, and the goal here was to perform a follow-up NEDS on a subset of approximately 30,000 households. However, records from the 2008 NDHS sample showed that only 20,823 had children age 4–16. Therefore, to bring the sample size up to the required number of children, additional households were screened from the NDHS clusters.

The first step was to use the NDHS data to determine eligibility based on the presence of a child age 2–14. Second, based on a series of precision and power calculations, RTI determined that the final sample size should yield approximately 790 households per State to allow statistical significance for reporting at the State level, resulting in a total completed sample size of 790 × 37 = 29,230. This calculation was driven by desired estimates of precision, analytic goals, and available resources. To achieve the target number of households with completed interviews, we increased the final number of desired interviews to accommodate expected attrition factors such as unlocatable addresses, eligibility issues, and non-response or refusal. Third, to reach the target sample size, we selected additional samples from households that had been listed by NDHS but had not been sampled and visited for interviews. The final number of households with completed interviews was 26,934 slightly lower than the original target, but sufficient to yield interview data for 71,567 children, well above the targeted number of 1,700 children per State.

1.7 Questionnaires

The four questionnaires used in the 2004 Nigeria DHS EdData Survey (NDES)—Household Questionnaire, Parent/Guardian Questionnaire, Eligible Child Questionnaire, and the Independent Child Questionnaire—formed the basis for the 2010 NEDS questionnaires. More than 90 percent of the questionnaires remained the same; for cases where there was a clear justification or a need for a change in item formulation or a specific requirement for additional items, these were updated accordingly. A one-day workshop was convened with the NEDS Implementation Team and the NEDS Advisory Committee to review the instruments and identify any needed revisions, additions, or deletions. Efforts were made to collect data to ease integration of the 2010 NEDS data into the FMOE's national education management information system. Instrument issues that were identified as being problematic in the 2004 NDES as well as items identified as potentially confusing or difficult were proposed for revision. Issues that USAID, DFID, FMOE, and other stakeholders identified as being essential but not included in the 2004 NDES questionnaires were proposed for incorporation into the 2010 NEDS instruments, with USAID serving as the final arbiter regarding questionnaire revisions and content.

General revisions accepted into the questionnaires included the following: (1) a separation of all questions related to secondary education into junior secondary and senior secondary to reflect the UBE policy;

(2) administration of school-based questions for children identified as attending pre-school; (3) inclusion of questions on disabilities of children and parents; (4) additional questions on Islamic schooling; (5) revision to the literacy question administration to assess English literacy for children attending school; and (6) some additional questions on delivery of UBE under the financial questions section. Upon completion of revisions to the English-language questionnaires, the instruments were translated and adapted by local translators into three languages—Hausa, Igbo, and Yoruba—and then back-translated into English to ensure accuracy of the translation.

After the questionnaires were finalized, training materials used in the 2004 NDES and developed by Macro International, which included training guides, data collection manuals, and field observation materials, were reviewed. The materials were updated to reflect changes in the questionnaires. In addition, the procedures as described in the manuals and guides were carefully reviewed. Adjustments were made, where needed, based on experience on large-scale survey and lessons learned from the 2004 NDES and the 2008 NDHS, to ensure the highest quality data capture.

1.8 Pre-Test Activities

Pre-test classroom training, held in September 2010, included introduction and study overview, general interviewing techniques, reviewing the four questionnaire types, anthropometry measurements and literacy test, questionnaire certifications exams, and administrative procedures.

The pre-test training served as a train-the-trainers session for the coordinators who would conduct the larger full-scale training session. Data collection manuals were distributed to field staff about two weeks before training for review. Constructive feedback regarding interviewing techniques was provided to training participants throughout these exercises, which allowed the interviewers ample opportunity to address identified issues and learn proper interviewing, questionnaire marking, and storage techniques. After classroom training, practice interviews were conducted in surrounding areas over a seven-day period, after which revisions of the instruments, procedures, and training were done in accordance with lessons learned from the pre-test.

1.9 Training

For the full-scale training, held in March 2010, approximately 300 staff that included interviewers, field supervisors, field editors, and quality control interviewers were trained. The 2010 NEDS interviewers composed a subset of 2008 NDHS interviewers. NPC coordinators conducted the two-week classroom training for the full-scale survey with RTI staff on site to provide technical assistance as needed. The training also included practice interviews in neighborhoods in and around Keffi, using the questionnaire in English and the three local languages. Certification exercises were used to assess interviewers and ensure that they acquired the skills needed to correctly carry out their field duties.

After classroom training, teams were grouped into the three major Nigerian languages and English to conduct practice interviews using the language questionnaires. In addition, field supervisors, editors, and quality control (QC) interviewers received additional training to review proper auditing and field supervision techniques.

1.10 Data Collection

Through its previous experience with field surveys such as NDHS, NDES, and the Nigerian National Census, NPC has developed a field team structure that maximizes data quality. This same data collection team structure was used for the 2010 NEDS. Specifically, field interviewers were organized into survey teams, one for each of the 36 States, plus one for Abuja. NPC coordinated and supervised field operations

for all 37 teams, each comprising 3 field interviewers, 1 field supervisor, 1 field editor, and 1 driver. In addition to the survey team, each State was assigned 1 QC interviewer. The QC interviewers, however, did not travel with the survey teams. Instead, they trailed the State teams to revisit and re-administer the full questionnaire during the first 2 weeks of data collection and for two weeks of every month of data collection thereafter. This was done in approximately 10 percent of all completed households.

Field editors (1 per team) traveled with the survey team and edited all questionnaires in the field to ensure they were correct and complete. Field editors also observed field interviews where possible to ensure that the proper study protocols were followed. Field supervisors made team arrangements and sample assignments. Supervisors were responsible for the quality of the work carried out by the team, ensuring that interviewers followed administration protocols and controlling sample implementation. Coordinators/trainers who conducted the training for the full-scale survey also oversaw field operations of the field activities in their two assigned States. They also monitored field activities in their States and were responsible for providing NPC's NEDS Project Director with feedback and updates on field team activities.

After the data were keyed, coordinators reviewed data frequencies and tables to identify any data inconsistencies and errors. Coordinators periodically visited teams in the field to provide feedback and re-training as needed. To ensure a high level of quality and compliance with study protocols, RTI staff also conducted field observation visits. During these visits, RTI staff handled field operational problems and proposed solutions, providing feedback and encouragement to the interviewers.

1.11 Data Processing

Data processing for the 2010 NEDS occurred concurrently with data collection. Completed questionnaires were retrieved by the field coordinators/trainers and delivered to NPC in standard envelops, labeled with the sample identification, team, and State name. The shipment also contained a written summary of any issues detected during the data collection process. The questionnaire administrators logged the receipt of the questionnaires, acknowledged the list of issues, and acted upon them if required. The editors performed an initial check on the questionnaires, performed any coding of open-ended questions (with possible assistance from the data entry operators), and left them available to be assigned to the data entry operators. The data entry operators entered the data into the system, with the support of the editors for erroneous or unclear data.

Experienced data entry personnel were recruited from those who have performed data entry activities for NPC on previous studies. The data entry teams composed a data entry coordinator, supervisor and operators. Data entry coordinators oversaw the entire data entry process from programming and training to final data cleaning, made assignments, tracked progress, and ensured the quality and timeliness of the data entry process. Data entry supervisors were on hand at all times to ensure that proper procedures were followed and to help editors resolve any uncovered inconsistencies. The supervisors controlled incoming questionnaires, assigned batches of questionnaires to the data entry operators, and managed their progress. Approximately 30 clerks were recruited and trained as data entry operators to enter all completed questionnaires and to perform the secondary entry for data verification. Editors worked with the data entry operators to review information flagged as "erroneous" or "dubious" in the data entry process and provided follow up and resolution for those anomalies.

The data entry program developed for the 2004 NDES was revised to reflect the revisions in the 2010 NEDS questionnaire. The electronic data entry and reporting system ensured internal consistency and inconsistency checks.

1.12 Response Rates

A very high overall response rate of 97.9 percent (Table 1) was achieved with interviews completed in 26,934 households out of a total of 27,512 occupied households from the original sample of 28,624 households. The response rates did not vary significantly by urban–rural (98.5 percent versus 97.6 percent, respectively). The response rates for parent/guardians and children were even higher, and the rate for independent children (97.4 percent) was slightly lower than the overall sample rate. In all these cases, the urban–rural differences were negligible.

The response rates for the anthropometry measures part of the survey were somewhat lower, although still above the 90 percent level: 93.2 percent for urban and 90.9 percent for rural. Similarly, the overall sample item response rate for literacy and numeracy sections of the questionnaire was 90.6 percent. In general, the response rates for the survey were extremely high leaving little room for non-response bias and reflecting the efforts expended on training and field supervision.

Table 1 Results of the 2010 NEDS household and individual interviews

Number of households, number of interviews, and response rates of de jure individuals and children, according to residence, 2010 NEDS

Result	Urban	Rural	Total
Household Interviews			
Households sampled	9,000	19,624	28,624
Households occupied	8,480	19,032	27,512
Interviews completed	8,351	18,583	26,934
No household member at home	2	29	31
Entire household absent	28	49	77
Refused	13	20	33
Dwelling vacant	4	5	9
Dwelling destroyed	9	5	14
Dwelling not found	12	46	58
Household moved	467	487	954
Others	114	401	515
Household response rate (percent)	98.48	97.64	97.90
Parent/guardian Interviews			
Eligible parent/guardians	8,447	18,776	27,223
Interviews completed	8,434	18,755	27,189
Parent/guardian response rate (percent)	99.85	99.89	99.88
Independent Children Interviews			
Independent children identified	8	30	38
Interviews completed	8	29	37
Independent child response rate (percent)	100	96.67	97.37
Children's Questionnaires			
Eligible children age 4–16 identified	21,092	50,978	72,070
Child questionnaires completed	21,017	50,550	71,567
Children response rate (percent)	99.64	99.16	99.30
Children Age 4–10 Anthropometry Measures			
Age 4–10 identified	12,732	31,268	44,000
Age 4–10 measured	11,869	28,431	40,300
Age 4–10 response rate (percent)	93.22	90.93	91.59
Children Age 4–12 Literacy and Numeracy Measures			
Children age 4–12 identified	18,865	45,351	64,216
Children age 4–12 tested	17,505	40,654	58,159
Age 4–12 response rate (percent)	92.79	89.64	90.57

Note: All values in this table are unweighted. Eligible children are age 4–16, de jure, and wards of de jure parent/guardian.

2. ADULT EDUCATIONAL ATTAINMENT AND LITERACY (2008 NDHS)

This chapter presents data on educational attainment and literacy among adults found in the 2008 NDHS households surveyed. The household members are women age 15–49 and men age 15–59.

2.1 Educational Attainment

Educational attainment among adults is defined here as achievement in education for persons age 15 or older. It indicates the exposure to education of Nigeria's adult population and shows the corresponding potential human resource base. In the 2008 NDHS, data was collected on highest level of school attended by all persons age 15 or older, that is, primary, secondary or higher and highest class completed, at time of survey. The data presented in this chapter are based on information obtained among the Nigerian de jure household population.

The percent distribution of male, female, and adult household population age 15 and older by highest level of schooling attended and mean number of years of schooling according to background characteristics, 2008 NDHS is provided in Tables 2.1.1–2.1.3. Thirty eight percent of adult population has no schooling (Table 2.1.3). There is an increase in adult education participation from 57 percent in 2003 to 62 percent in 2008 NDHS. About 6 percent of adults attended primary school but did not complete it while one in every six (about 16 percent) completed secondary school. The mean number of years of schooling is 6 years. Compared with 2003 NDHS, there is an improvement of over one year in the five-year period between the two surveys.

Table 2.1.1 Educational attainment of male adult household population

Percent distribution of the male household population age 15 and over by highest level of schooling attended, according to background characteristics, 2008 NDHS

Background Characteristics	Educational attainment						Total	Number	Mean number of years of schooling
	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary			
Age									
15–19	16.3	10.6	8.0	55.2	9.1	0.8	100.0	4,514	6.9
20–24	15.6	3.6	7.9	28.7	33.4	10.7	100.0	2,566	8.8
25–29	22.6	3.9	14.5	13.4	29.9	15.8	100.0	2,188	8.1
30–34	27.7	4.7	19.7	10.2	25.8	12.0	100.0	2,353	7.2
35–39	25.6	4.6	21.4	10.4	25.3	12.7	100.0	2,593	7.4
40–44	28.9	4.6	20.4	7.7	22.5	15.9	100.0	2,364	7.3
45-49	32.4	4.0	21.6	7.2	18.0	16.7	100.0	2,079	6.9
50–54	44.4	6.1	22.5	3.8	10.9	12.3	100.0	1,575	5.2
55–59	50.4	6.4	22.4	3.6	7.7	9.5	100.0	1,086	4.3
60–64	57.2	6.9	19.5	2.9	7.3	6.2	100.0	1,129	3.5
65+	66.5	7.2	15.9	1.8	5.3	3.2	100.0	1,703	2.5
Residence									
Urban	14.8	4.1	15.0	20.5	28.4	17.3	100.0	7,878	9.0
Rural	37.9	6.9	16.9	17.8	14.0	6.5	100.0	16,272	5.5
Region									
North Central	26.6	7.0	15.5	22.5	17.0	11.4	100.0	3,774	6.9
North East	55.3	7.2	9.7	13.5	9.1	5.2	100.0	3,427	3.9
North West	51.7	4.5	13.4	12.4	10.1	7.9	100.0	6,755	4.4
South East	8.8	9.3	28.9	23.4	20.3	9.3	100.0	2,226	8.1
South South	6.0	6.4	19.8	27.2	27.9	12.8	100.0	3,510	9.2
South West	11.9	4.5	17.0	20.1	32.7	13.8	100.0	4,457	9.0
Total	30.3	6.0	16.2	18.7	18.7	10.0	100.0	24,150	6.6

Table 2.1.2 Educational attainment of female adult household population

Percent distribution of the female household population age 15 and over by highest level of schooling attended, according to background characteristics, 2008 NDHS

Background Characteristics	Highest level of schooling attended: No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Total	Number	Mean number of years of schooling
Age									
15–19	20.1	8.4	9.1	50.3	10.8	1.2	100.0	4,156	6.8
20–24	36.6	4.4	13.1	16.7	22.5	6.7	100.0	3,865	6.1
25–29	40.4	5.6	17.4	11.1	18.7	7.0	100.0	4,587	5.5
30–34	43.2	5.9	17.7	9.1	15.5	8.6	100.0	3,693	5.2
35–39	40.8	6.6	21.2	7.7	14.6	9.2	100.0	3,169	5.3
40–44	49.8	5.8	17.3	7.3	11.1	8.7	100.0	2,434	4.6
45–49	59.6	6.9	15.7	4.6	6.6	6.6	100.0	1,837	3.4
50–54	69.5	6.9	14.2	2.6	3.7	3.1	100.0	1,552	2.2
55–59	69.3	10.4	14.0	1.1	2.8	2.5	100.0	929	1.9
60–64	75.0	7.7	10.0	2.0	3.4	2.1	100.0	686	1.7
65+	85.0	5.8	6.7	1.0	1.0	0.5	100.0	1,165	0.9
Residence									
Urban	25.0	4.9	14.9	19.1	23.5	12.5	100.0	8,809	7.5
Rural	53.6	7.1	15.0	12.9	8.5	2.9	100.0	19,265	3.7
Region									
North Central	45.5	8.6	15.6	15.4	9.7	5.2	100.0	4,394	4.5
North East	71.2	6.1	8.7	8.4	4.2	1.4	100.0	3,866	2.2
North West	75.0	2.4	10.1	5.4	4.8	2.2	100.0	7,259	2.1
South East	18.5	11.1	19.1	20.7	21.5	9.1	100.0	3,006	7.4
South South	14.7	8.9	21.3	26.3	20.3	8.6	100.0	4,231	7.6
South West	21.6	5.5	18.5	19.5	24.0	10.9	100.0	5,317	7.6
Total	44.6	6.4	15.0	14.8	13.2	5.9	100.0	28,074	4.9

Table 2.1.3 Educational attainment of adult household population

Percent distribution of the male and female household population age 15 and over by highest level of schooling attended, according to background characteristics, 2008 NDHS

Background Characteristics	Highest level of schooling attended: No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Total	Number	Mean number of years of schooling
Age									
15–19	18.1	9.6	8.6	52.8	9.9	1.0	100.0	8,669	6.9
20–24	28.2	4.1	11.0	21.5	26.8	8.3	100.0	6,431	7.2
25–29	34.6	5.0	16.4	11.8	22.3	9.8	100.0	6,775	6.4
30–34	37.2	5.5	18.5	9.5	19.5	9.9	100.0	6,045	6.0
35–39	33.9	5.7	21.3	8.9	19.4	10.8	100.0	5,762	6.2
40–44	39.5	5.2	18.8	7.5	16.7	12.3	100.0	4,798	5.9
45–49	45.2	5.4	18.8	6.0	12.6	12.0	100.0	3,915	5.2
50–54	56.9	6.5	18.4	3.2	7.3	7.7	100.0	3,128	3.7
55–59	59.1	8.2	18.5	2.4	5.4	6.3	100.0	2,017	3.2
60–64	63.9	7.2	15.9	2.6	5.8	4.6	100.0	1,815	2.8
65+	74.0	6.6	12.2	1.5	3.6	2.1	100.0	2,868	1.8
Residence									
Urban	20.2	4.5	15.0	19.8	25.8	14.8	100.0	16,686	8.2
Rural	46.4	7.0	15.9	15.2	11.1	4.5	100.0	35,538	4.5
Region									
North Central	36.8	7.9	15.6	18.7	13.0	8.1	100.0	8,168	5.6
North East	63.7	6.6	9.2	10.8	6.5	3.2	100.0	7,295	3.0
North West	63.8	3.4	11.7	8.8	7.4	5.0	100.0	14,015	3.2
South East	14.4	10.3	23.3	21.8	21.0	9.2	100.0	5,232	7.7
South South	10.7	7.8	20.6	26.7	23.7	10.5	100.0	7,741	8.3
South West	17.2	5.0	17.8	19.8	28.0	12.2	100.0	9,774	8.2
Total	38.0	6.2	15.6	16.6	15.8	7.8	100.0	52,225	5.7

The results by age group in Table 2.1.3 indicate that the percentages of adults who have no schooling have increased with age. Eighteen percent of young adults age 15–19 have no schooling, compared with 74 percent of those aged 65 and older. This is similar to the 2003 DHS results. Primary school is the most common level of schooling that older adult Nigerians (45 or older) have attended. As expected, the younger population, 15–44 has participated in higher levels of schooling, with results showing more than two times higher secondary school completion than the older population. Consequently, the mean number of years of schooling declines with age.

The absolute gender gap (the difference between the percentage of men and women) who have no schooling decreases among younger cohorts, with a gap of 4 percentage points between men and women age 15–19 (20 percent of women and 16 percent of men), compared with a gap of 18 percentage points between men and women age 65 or older (67 percent of men and 85 percent of women). The absolute gender gap narrowed considerably in 2008 from the 2003 rates by 11 percentage points between males and females age 15–19 and 19 percentage points for those 65 or older. Overall, rates of schooling among males are higher than females, because males attend schools longer years than their female counterparts (Table 2.1.1 and 2.1.2). Thirty percent of males and 45 percent of females have no schooling. This is a reduction from the 2003 rates of 31 versus 51 percent for males and females, respectively. The rates of secondary school completion for both males and females have improved: up from 11 percent for males and 8 percent for females in 2003 to 19 percent for males and 13 percent for females in 2008. Although modest improvements are noticeable compared with the 2003 rates, the North West, North East, and rural women have particularly high rates of no schooling: 75, 71, and 54 percent, respectively (Tables 2.1.1 and 2.1.2).

Urban and rural variations are seen in adult educational attainment. Rural dwellers are about twice as likely to have no schooling as urban dwellers, 46 versus 20 percent, respectively. Compared with the survey results of 2003, there has been more improvement in the urban than the rural (48 percent in 2003 for rural population and 30 percent for the urban). Whereas 26 percent of the urban adult population has completed secondary school, only 11 percent of the rural adult population surveyed has (Table 2.1.3). The mean number of years of schooling is about 8 years in the urban areas and 5 years in the rural areas as compared with the 2003 NDHS of 7 years and 4 years for urban and rural areas, respectively. The mean number of years of schooling also differs between males and females in the urban and rural areas as shown in Figure 2.1, with a wider gap seen in the rural areas.

Figure 2.1 Mean Years of Schooling

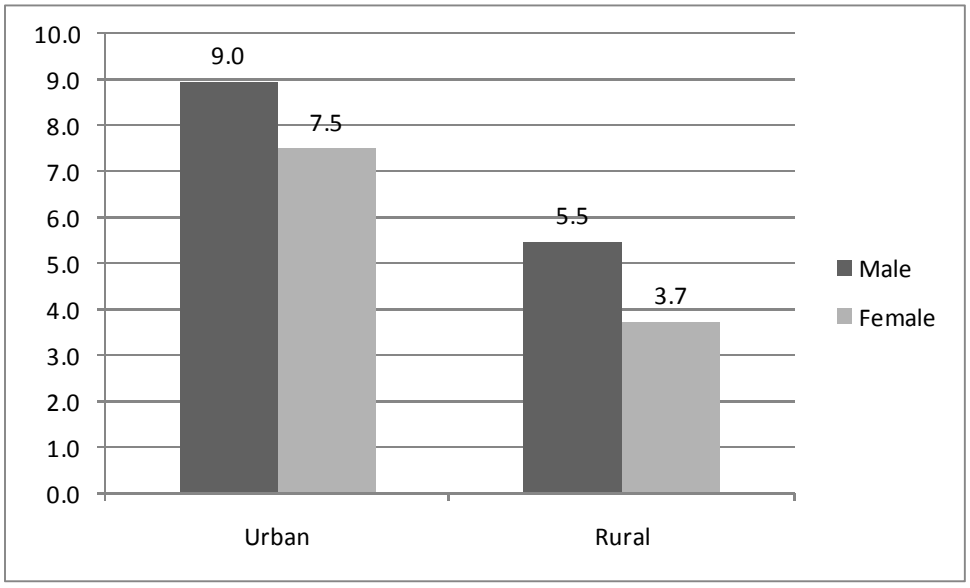


Table 2.1.3 also shows substantial regional variations: in the North West and North East about two thirds of the population has no schooling (64 percent) in each zone. The lowest rate of the population with no schooling is observed in the South South (11 percent). Fourteen percent and 17 percent of the population were observed to have no schooling in the South East and South West, respectively. While slight increases are noticeable over the 2003 rates in the proportion of those with no schooling in the North

Central and North East (i.e., from 36 to 37 percent in North Central and 62 percent to 64 percent in the North East), in the other zones modest improvements were made over the 2003 rates.

Educational attainment and mean number of years of schooling are higher in the regions of the South with the following percentages of the population who have completed secondary school in the South West, South South, and South East: 28, 24, and 21, respectively. However, in the North East and North West regions, this stands at 7 percent for each region. There are increases across all the regions compared with the 2003 NDHS ranging from a 2 percent increase in the North East and North West to a 15 percent increase in the South West. The South South region has a 10 percent increase.

Literacy

Literacy is a complex construct, not easily captured by one indicator. The 2008 NDHS provided one measure of literacy, namely, whether a man or woman can read a simple sentence, or part of it, about everyday life. However, this definition does not provide information about functional literacy such as whether the respondent can read and understand the instructions on a medicine bottle or read and make use of a bus timetable. Nevertheless, this indicator of the ability to read some or all of a sentence suggests whether respondents have the basic ability to read common words.

The 2008 NDHS assessed literacy among women age 15–59 and men age 15–59. The DHS survey approach is to assume that respondents who have attended school beyond the primary level are literate. Therefore, the survey measures literacy among adult respondents who have never attended school or who only attended primary school. Among respondents with primary or no schooling, the level of literacy is based on the respondent's ability to read none, part, or all of a sentence in a language in which he/she is likely to be literate. Respondents were asked to demonstrate literacy by reading from a card with a simple sentence in one of four languages (Hausa, Igbo, Yoruba, and English). The percent literate (Table 2.2) includes respondents who could read part or all of a sentence and those who attended secondary school or higher.

Table 2.2 Literacy among adults

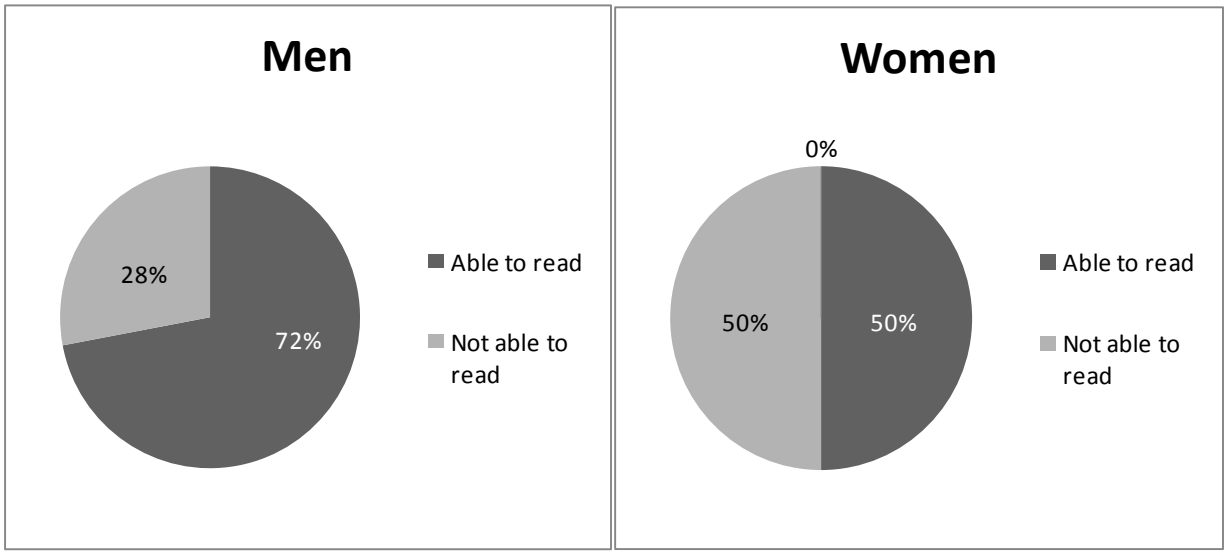
Percent distribution of women and men by level of schooling attended and by level of literacy, and percent literate, according to background characteristics, 2008 NDHS

Background characteristics	Primary school or no schooling						Total	Number of Respondents	Percent Literate
	Secondary school or higher	Can read whole sentence	Can read part of sentence	Can not read at all	No Card with required language	Blind			
				Women					
15–19	60.9	2.2	4.6	32.1	0.2	0.0	100	6,577	67.7
20–24	55.0	1.6	4.2	39.1	0.2	0.0	100	6,100	60.8
25–29	45.6	2.4	6.4	45.1	0.4	0.0	100	6,262	54.4
30–34	39.2	2.9	7.2	50.2	0.4	0.1	100	4,543	49.3
35–39	35.6	3.9	8.9	51.3	0.2	0.2	100	3,860	48.4
40–44	30.2	4.4	8.4	56.3	0.4	0.2	100	3,027	43.0
45–49	20.3	5.3	9.1	64.3	0.6	0.4	100	2,827	34.7
Residence									
Urban	67.1	3.5	6.5	22.4	0.5	0.1	100	11,916	77.1
Rural	32.3	2.5	6.4	58.4	0.2	0.1	100	21,280	41.2
Region									
North Central	38.7	2.1	6.2	52.3	0.6	0.1	100	4,577	47.0
North East	16.6	1.7	4.7	76.9	0.1	0.0	100	4,330	23.0
North West	14.4	2.5	4.7	78.1	0.1	0.2	100	7,775	21.6
South East	70.7	3.3	7.8	18.1		0.1	100	4,293	81.8
South South	67.5	2.2	7.4	22.6	0.1	0.3	100	5,065	77.1
South West	67.1	4.7	8.0	19.3	0.9	0.0	100	7,156	79.8
Total	40.8	2.5	6.3	50.2	0.2	0.1	100	33,196	49.5
				Men					
15–19	70.4	4.6	6.9	17.8	0.3	0.0	100	2,607	81.9
20–24	74.7	2.7	5.9	16.0	0.6	0.1	100	2,396	83.3
25–29	64.5	5.0	8.7	21.1	0.7	0.0	100	2,472	78.2
30–34	57.4	6.2	11.6	23.8	1.1	0.0	100	2,028	75.2
35–39	52.5	7.9	12.0	26.9	0.8	0.0	100	1,790	72.4
40–44	48.1	9.7	13.4	27.7	1.1	0.1	100	1,419	71.2
45–49	46.2	11.0	14.7	27.4	0.4	0.2	100	1,184	71.9
50–54	30.4	13.9	12.4	42.8	0.5	0.0	100	965	56.7
55–59	26.0	16.1	14.8	40.8	1.3	1.0	100	722	56.9
Residence									
Urban	75.5	6.4	8.1	9.6	0.3	0.1	100	5,900	90.0
Rural	47.3	7.4	11.4	32.9	0.9	0.1	100	9,683	66.1
Region									
North Central	60.8	5.1	7.1	26.1	0.9	0.1	100	2,143	73.0
North East	33.1	7.3	10.8	48.5	0.2	0.1	100	1,923	51.2
North West	35.9	8.5	14.0	39.7	1.8	0.0	100	3,603	58.4
South East	65.1	13.0	14.1	7.6	0.1		100	1,686	92.2
South South	75.8	4.8	7.3	11.8	0.0	0.3	100	2,574	87.9
South West	75.4	5.3	7.8	11.0	0.5	0.0	100	3,655	88.5
Total	55.6	6.4	10.1	27.2	0.6	0.1	100	15,584	72.1

Differences in literacy by gender, residence, and zone are similar to those observed in educational attainment. Women are less likely than men to be able to read: 50 percent of women and 72 percent of men are literate (Table 2.2 and Figure 2.2). Among females who are literate, only 3 percent could read a whole sentence, but 6 percent could only read part of a sentence. No major change occurred in literacy rates between 2003 and 2008 surveys, with only a slight increase of about 1 percent observed among males and females.

Younger cohorts are more likely to be literate than older cohorts. The gender gap in literacy is similar to decreases seen in educational attainment from older to younger cohorts, with literacy rates among young adults age 15–19 at 68 percent for women and 82 percent for men (14 percentage point gap), compared with literacy rates among older adults age 45–49 at 35 percent for women and 57 percent for men (22 percentage point gap). These gaps have narrowed from 18 and 38 percentage points for adults age 15–19 and 45–49, respectively, in 2003 NDHS.

Figure 2.2 Literacy among Men Age 15–59 and Women Age 15–49



Adults in urban areas are more likely than those in rural areas to be able to read. In rural areas, 41 percent of women age 15–49 and 66 percent of men age 15–59 can read, compared with 77 percent of women and 90 percent of men in urban areas. Among the zones, differences in women's literacy rates are substantial, ranging from 22 percent in the North West to 82 percent in the South East. The range of difference in men's literacy rates by zone is somewhat narrower, from 51 percent in the North East to 92 percent in the South East. The level of adult literacy generally was steady or had small decreases in most regions between 2003 and 2008 DHS.

Percent distribution of women age 15–49 who have not attended primary school by level of literacy, according to highest primary school class completed and percent literate, according to background characteristics, NDHS 2008 is shown in Table 2.3. In international comparisons, where data on literacy are unavailable, completion of four years of primary school (hereafter primary four) is often used as proxy for level of literacy. Data from the 2008 NDHS suggest that literacy cannot be assumed among women completing primary four. About one third of those who have completed primary four, that is, 30 percent, are literate. However, about 52 percent of women ages 15–49 who have completed primary school (6 years) are literate. Therefore, primary school completion cannot be assumed to ensure basic literacy.

Data from the 2008 NDHS also suggest that the more years of schooling a woman has completed, the more likely she is to be literate except for those who have had one year of formal schooling. This is maybe due to literacy programs available and used by women in this category. A range from 2 percent for women with no schooling to 52 percent for those who have completed primary six is shown compared with 2003 DHS rates of 2 percent to 60 percent.

Table 2.3 Literacy among women who have not attended secondary school

Percent distribution of when age 15–49 who have not attended secondary school by level of literacy, according to highest primary school class, 2008 NDHS

	Educational attainment							
	Can read a whole sentence	Can read part of a sentence only	Cannot read at all	No card with required language	Blind	Total	Number	Percent Literate
Schooling in Single years								
0	0.4	1.7	97.5	0.3	0.1	100.0	11,824	2.1
1	3.9	20.1	75.6	0.5	0.0	100.0	217	24.0
2	1.3	7.9	89.3	1.0	0.4	100.0	260	9.2
3	3.9	14.0	80.8	1.3	0.0	100.0	467	17.9
4	9.0	20.5	69.0	1.3	0.3	100.0	531	29.5
5	8.4	26.0	63.6	1.1	0.7	100.0	559	34.4
6	17.4	34.8	46.3	1.1	0.3	100.0	4,550	52.2

3. NEDS PARENT/GUARDIAN RESPONDENTS' BACKGROUND CHARACTERISTICS

This chapter presents information on the background characteristics, educational attainment, and literacy of the parents or guardians who responded to the 2010 NEDS Parent/Guardian Questionnaire and the Eligible Child Questionnaire.

3.1 Background Characteristics

The survey collected information from a total of 26,634 parent or guardians in Nigeria. The distribution of respondents by sex, age group, place of residence, and geo-political zones is present in Table 3.1. Fifty one percent of the respondents are female. More than half (55 percent) of the parent or guardians are age 30–49, with only 19 percent younger than age 30 and 7 percent over age 65. Two thirds of the respondents (68 percent) live in rural areas.

The 2004 NDES shows a similar pattern of proportion of parent/guardian interviewed in age group 30–49 (55 percent) and age 65 and older (7 percent) and residence (67 percent in rural areas). It is pertinent to note that the sample size for 2010 NDES was determined for State analysis against the regional analysis for the 2004 survey.

Table 3.1 Background characteristics of parent/guardian respondents

Percent distribution of parent/guardians by background characteristics, 2010 NEDS

Background characteristic	Weighted percent	Weighted number	Unweighted number
Age			
15–19	1.2	314	319
20–24	6.2	1,665	1,637
25–29	11.5	3,064	3,107
30–34	15.9	4,223	4,249
35–39	15.1	4,010	4,085
40–44	13.9	3,705	3,710
45–49	10.2	2,727	2,835
50–54	9.0	2,406	2,416
55–59	5.5	1,457	1,488
60–64	4.8	1,288	1,335
65+	6.7	1,774	1,888
Sex			
Male	49.0	13,037	13,271
Female	51.0	13,595	13,798
Residence			
Urban	31.7	8,449	8,401
Rural	68.3	18,184	18,668
Region			
North Central	14.4	3,831	4,679
North East	13.5	3,606	3,733
North West	25.4	6,757	4,764
South East	12.1	3,226	4,135
South South	14.4	3,843	4,706
South West	20.2	5,369	5,052
Total	100.0	26,633	27,069

3.2 Educational Attainment

For each parent or guardian respondent, data were collected on the highest level of schooling attended and the highest class, form, or year completed at that level. Table 3.2– present the distribution of parent/guardians according to educational attainment by gender and by other background characteristics.

Sixty-two percent of the parent/guardians have attended primary school or a higher level of schooling (Table 3.2.3). There are gender differences in educational attainment among parent/guardian respondents with females under the age of 40 consistently demonstrating higher participation in education than males and females over the age of 40 consistently demonstrating lower levels of participation in education than males. Forty one percent of the male and 35 percent of the female parent/guardians have never attended school (see Tables 3.2.1 and 3.2.2). This compares with forty-two percent of both male and female parent/guardian respondents in 2004)

Table 3.2.1 Educational attainment of male parent/guardian respondents

Percent distribution of male parent/guardians by highest level of schooling attended, and mean number of years of schooling according to background characteristics, 2010 NEDS

	Highest level of schooling attended									
Background Characteristics	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't Know/ Missing	Total	Number	Mean number of years of schooling
Age										
15–19	24.0	1.8	13.7	28.0	24.7	4.1	3.6	100.0	69	7.5
20–24	22.6	4.3	12.1	15.0	37.2	8.7	0.0	100.0	313	8.2
25–29	35.8	5.7	16.6	8.8	22.5	9.9	0.7	100.0	786	6.3
30–34	35.7	5.6	18.2	9.1	22.2	8.5	0.8	100.0	1,533	6.2
35–39	31.1	5.3	19.3	8.5	23.0	11.6	1.2	100.0	1,747	6.8
40–44	31.4	5.3	18.9	8.9	21.7	13.3	0.5	100.0	1,924	6.9
45–49	35.4	5.1	18.6	6.6	19.0	14.3	1.1	100.0	1,590	6.5
50–54	47.3	5.6	18.6	4.0	12.3	11.7	0.4	100.0	1,511	5.1
55–59	49.2	7.2	22.3	3.2	8.8	8.5	0.8	100.0	999	4.4
60–64	55.5	7.6	21.0	2.0	6.4	6.6	1.0	100.0	1,043	3.6
65+	63.1	7.7	16.7	1.8	5.0	4.6	1.0	100.0	1,523	2.7
Residence										
Urban	20.4	5.4	18.9	7.2	26.7	20.7	0.6	100.0	3,000	8.6
Rural	47.4	6.1	18.6	6.2	13.8	7.0	0.9	100.0	10,038	4.7
Region										
North Central	39.4	5.4	15.9	7.5	17.8	13.0	1.0	100.0	2,140	6.1
North East	61.2	6.4	10.9	6.0	8.2	6.6	0.8	100.0	2,166	3.5
North West	62.7	4.7	12.9	3.9	8.0	6.5	1.3	100.0	3,719	3.4
South East	15.8	10.8	34.4	6.4	19.4	12.4	0.8	100.0	1,350	7.4
South South	9.3	7.5	26.1	9.8	32.3	14.6	0.4	100.0	1,639	9.0
South West	25.0	3.8	23.7	7.9	26.8	12.7	0.1	100.0	2,023	7.6
Total	41.2	5.9	18.6	6.4	16.8	10.2	0.8	100.0	13,037	5.6

The mean years of schooling attained reflects the gender difference in secondary or higher educational attainment: the mean number of years of schooling is 5.6 years among male and 6.3 years among female parent/guardians (Tables 3.2.1 and 3.2.2). Younger parent/guardians have completed more years of schooling than older parent/guardians (Table 3.2.3). For example, among respondents age 20–24, the average years of schooling is 7.3, compared with an average of 2.7 years among those age 65 and older.

Table 3.2.2 Educational attainment of female parent/guardian respondents

Percent distribution of female parent/guardians by highest level of schooling attended, and mean number of years of schooling according to background characteristics, 2010 NEDS

	Highest level of schooling attended									
Background Characteristics	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/ Missing	Total	Number	Mean number of years of schooling
Age										
15–19	21.0	4.0	6.9	34.2	30.3	3.0	0.5	100.0	245	8.1
20–24	32.1	5.0	10.0	13.8	30.7	8.1	0.2	100.0	1,351	7.1
25–29	30.4	5.5	15.9	12.7	26.6	8.5	0.4	100.0	2,278	6.9
30–34	31.4	6.5	19.3	10.1	22.9	9.4	0.3	100.0	2,691	6.6
35–39	25.9	6.0	22.1	10.0	24.0	11.3	0.6	100.0	2,263	7.2
40–44	32.9	6.4	19.9	9.0	21.3	10.2	0.3	100.0	1,781	6.5
45–49	36.7	7.0	21.7	7.1	15.0	11.8	0.7	100.0	1,137	5.9
50–54	55.0	7.5	17.6	3.2	9.7	6.7	0.2	100.0	895	3.9
55–59	60.9	6.8	19.3	2.6	6.4	3.3	0.7	100.0	458	2.9
60–64	63.1	8.4	19.1	2.2	5.7	1.5	0.0	100.0	245	2.6
65+	68.2	8.6	15.3	1.9	1.8	4.2	0.0	100.0	251	2.3
Residence										
Urban	19.8	4.3	17.3	11.2	32.1	15.0	0.3	100.0	5,449	8.6
Rural	44.6	7.5	18.7	9.1	14.7	5.0	0.5	100.0	8,146	4.8
Region										
North Central	35.7	4.9	18.6	9.5	19.5	11.2	0.5	100.0	1,691	6.3
North East	66.5	8.3	8.3	5.7	7.9	3.0	0.4	100.0	1,441	2.8
North West	70.1	3.7	7.0	4.4	9.2	5.1	0.6	100.0	3,038	2.9
South East	13.2	9.7	22.2	12.3	30.3	12.1	0.2	100.0	1,876	8.4
South South	9.0	9.0	27.0	17.3	26.9	10.3	0.6	100.0	2,204	8.5
South West	17.2	4.6	24.1	10.9	31.6	11.5	0.1	100.0	3,346	8.3
Total	34.7	6.2	18.1	9.9	21.6	9.0	0.4	100.0	13,595	6.3

There are also sizeable urban–rural differences in educational attainment among parent/guardians (see Table 3.2.3). Whereas 80 percent of parent/guardian respondents in urban areas reported ever attended school, 54 percent of parent/guardians in rural areas have had a form of schooling. This shows an improvement over the 69 percent for urban areas but essentially no change from 53 percent recorded for rural areas in 2004 NDES.

Table 3.2.3 Educational attainment of parent/guardian respondents

Percent distribution of parent/guardians by highest level of schooling attended and mean number of years of schooling according to background characteristics, 2010 NEDS

Background Characteristics	Highest level of schooling attended: No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/ Missing	Total	Number	Mean number of years of schooling
Age										
15–19	21.7	3.5	8.4	32.9	29.1	3.2	1.2	100.0	314	8.0
20–24	30.3	4.9	10.4	14.0	32.0	8.3	0.2	100.0	1,665	7.3
25–29	31.8	5.5	16.1	11.7	25.6	8.9	0.5	100.0	3,064	6.8
30–34	33.0	6.1	18.9	9.7	22.6	9.1	0.5	100.0	4,223	6.5
35–39	28.2	5.7	20.9	9.4	23.6	11.4	0.8	100.0	4,010	7.0
40–44	32.1	5.8	19.4	9.0	21.5	11.8	0.4	100.0	3,705	6.7
45–49	35.9	5.9	19.9	6.8	17.3	13.3	0.9	100.0	2,727	6.3
50–54	50.2	6.3	18.2	3.7	11.3	9.9	0.3	100.0	2,406	4.6
55–59	52.9	7.1	21.3	3.0	8.0	6.9	0.8	100.0	1,457	3.9
60–64	56.9	7.8	20.6	2.1	6.2	5.6	0.8	100.0	1,288	3.4
65+	63.9	7.8	16.5	1.8	4.6	4.5	0.9	100.0	1,774	2.7
Residence										
Urban	20.0	4.7	17.9	9.8	30.1	17.0	0.4	100.0	8,449	8.6
Rural	46.1	6.7	18.6	7.5	14.2	6.1	0.7	100.0	18,184	4.8
Region										
North Central	37.8	5.2	17.1	8.4	18.6	12.2	0.8	100.0	3,831	6.2
North East	63.3	7.1	9.8	5.9	8.0	5.1	0.7	100.0	3,606	3.2
North West	66.1	4.2	10.3	4.1	8.5	5.9	0.9	100.0	6,757	3.2
South East	14.3	10.2	27.3	9.8	25.7	12.2	0.4	100.0	3,226	8.0
South South	9.1	8.3	26.6	14.1	29.2	12.1	0.5	100.0	3,843	8.7
South West	20.1	4.3	24.0	9.8	29.8	11.9	0.1	100.0	5,369	8.0
Total	37.9	6.1	18.4	8.2	19.3	9.6	0.6	100.0	26,633	6.0

3.3 Literacy

Parent/guardians who have never attended school or who attended school up to the primary level were asked to demonstrate literacy by reading from a card with a simple sentence in one of four languages (Hausa, Igbo, Yoruba, and English).[4] The percent literate (as presented in Tables 3.3.1 through 3.3.3) includes respondents who could read part or all of a sentence and those who attended secondary school or higher.

4 The survey assumed that respondents can read by the secondary level of schooling.

Table 3.3.1 Literacy among male parent/guardian respondents

Percent distribution of male parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, 2010 NEDS

Background Characteristics	Secondary or higher	Primary school or no schooling: Can read a whole sentence	Primary school or no schooling: Can read part of a sentence	Primary school or no schooling: Cannot read at all	Primary school or no schooling: No card with required language /visually impaired/ Missing	Total	Number	Percent literate
Age								
15–19	60.0	2.6	5.8	30.3	1.4	100.0	69	68.4
20–24	60.9	6.7	5.0	26.2	1.1	100.0	313	72.6
25–29	41.2	8.7	8.4	39.1	2.7	100.0	786	58.6
30–34	39.8	10.8	8.5	38.4	2.4	100.0	1,533	59.3
35–39	43.1	12.0	7.1	34.8	2.9	100.0	1,747	62.7
40–44	44.0	13.3	7.5	33.3	2.0	100.0	1,924	64.9
45–49	40.0	14.9	6.7	35.3	3.1	100.0	1,590	61.7
50–54	28.1	15.5	6.0	46.7	3.6	100.0	1,511	49.7
55–59	20.5	19.0	7.6	49.4	3.5	100.0	999	47.3
60–64	15.0	19.2	5.7	56.2	3.8	100.0	1,043	39.9
65+	11.4	15.0	6.1	59.9	7.6	100.0	1,523	32.7
Residence								
Urban	54.8	15.3	6.1	22.2	1.6	100.0	3,000	76.3
Rural	27.1	13.5	7.3	48.2	4.0	100.0	10,038	48.0
Region								
North Central	38.4	11.2	5.1	42.0	3.2	100.0	2,140	55.0
North East	20.9	10.6	7.1	58.9	2.5	100.0	2,166	38.7
North West	18.4	11.0	9.1	56.2	5.4	100.0	3,719	38.7
South East	38.2	26.2	8.6	24.8	2.2	100.0	1,350	73.1
South South	56.8	12.9	5.6	21.7	3.1	100.0	1,639	75.3
South West	47.3	18.3	5.0	27.3	2.0	100.0	2,023	70.8
Total	33.5	13.9	7.0	42.2	3.4	100.0	13,037	54.5

Table 3.3.2 Literacy among female parent/guardian respondents

Percent distribution of female parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, 2010 NEDS

Background Characteristics	Secondary or higher	Primary school or no schooling: Can read a whole sentence	Primary school or no schooling: Can read part of a sentence	Primary school or no schooling: Cannot read at all	No card with required language /visually impaired	Total	Number	Percent literate
Age								
15–19	67.8	2.9	4.6	23.8	1.0	100.0	245	75.5
20–24	52.8	4.2	4.5	37.3	1.1	100.0	1,351	61.6
25–29	47.9	6.9	4.8	39.2	1.2	100.0	2,278	59.6
30–34	42.5	10.2	5.6	40.1	1.6	100.0	2,691	58.4
35–39	45.4	10.4	7.1	36.1	1.0	100.0	2,263	63.0
40–44	40.6	10.9	6.0	40.5	2.1	100.0	1,781	57.5
45–49	34.0	12.2	5.6	45.8	2.5	100.0	1,137	51.8
50–54	19.7	11.6	5.5	59.9	3.2	100.0	895	36.9
55–59	12.2	14.2	6.8	63.8	2.9	100.0	458	33.3
60–64	9.4	13.7	7.2	66.1	3.5	100.0	245	30.3
65+	7.9	13.8	1.9	69.6	6.7	100.0	251	23.6
Residence								
Urban	58.4	10.6	5.4	24.5	1.2	100.0	5,449	74.4
Rural	28.8	8.9	5.8	54.3	2.2	100.0	8,146	43.5
Region								
North Central	40.3	7.9	6.5	42.0	3.4	100.0	1,691	54.7
North East	16.5	4.8	5.1	71.3	2.3	100.0	1,441	26.5
North West	18.6	4.5	4.5	71.1	1.3	100.0	3,038	27.7
South East	54.8	12.5	7.5	24.5	0.6	100.0	1,876	74.9
South South	54.5	8.8	6.0	27.5	3.2	100.0	2,204	69.3
South West	54.1	16.0	5.2	23.8	1.0	100.0	3,346	75.2
Total	40.6	9.6	5.6	42.4	1.8	100.0	13,595	55.9

The literacy rate among parent/guardian respondents is 55 percent for males and 56 percent for females (see Tables 3.3.1 and 3.3.2, respectively). This is consistent with the proportion of males and females that have ever attended school as contained in Tables 3.2.1 and 3.2.2. When disaggregated by gender, the literacy gap between the urban and rural areas remains. Whereas 76 percent of male parent/guardians in urban areas are literate, 448 percent of male parent/guardians in rural areas are literate. Similar proportion is obtained among female respondents where 74 percent of parent/guardians in urban areas and 44 percent of those in rural areas are literate. Table 2.2 in chapter 2 shows a higher literacy rate among male and female adult household population when compared with the 2010 parent/guardian respondents. Against what is obtained from the 2008 parent/guardian respondents, there is higher literacy rate among the male adult household population (72 percent) than the female adult household population (50 percent). The literacy rate decreases with age among the male and the female adult household population.

In terms of literacy rate among the zones (Table 3.3.3), parent/guardians in the South East and South East have the highest literacy rates (74 percent). Differences in literacy by region are more pronounced among female parent/guardian respondents (Table 3.3.2): 75 percent of female parent/guardians are literate in the South West, but only 27 percent are literate in the North East. Among male parent/guardians, literacy rates range from 74 percent in the South South to 39 percent in the North East and North West.

Whereas there is no noticeable difference in literacy rates between female parent/guardian respondents in 2004 and 2010, the percent literate among male parent/guardian respondents has dropped from 59 percent in 2004 to 55 percent in 2010 (Table 3.3.1).

Table 3.3.3 Literacy among parent/guardian respondents

Percent distribution of parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, 2010 NEDS

		Primary school or no schooling						
Background Characteristics	Secondary or higher	Can read a whole sentence	Can read part of a sentence	Cannot read at all	No card with required language /visually impaired	Total	Number	Percent literate
Age								
15–19	66.1	2.8	4.8	25.2	1.1	100.0	314	73.9
20–24	54.3	4.7	4.6	35.3	1.1	100.0	1,665	63.7
25–29	46.2	7.4	5.7	39.2	1.6	100.0	3,064	59.3
30–34	41.5	10.4	6.7	39.5	1.9	100.0	4,223	58.7
35–39	44.4	11.1	7.1	35.5	1.8	100.0	4,010	62.9
40–44	42.3	12.1	6.8	36.7	2.0	100.0	3,705	61.3
45–49	37.5	13.8	6.2	39.7	2.8	100.0	2,727	57.6
50–54	25.0	14.1	5.8	51.6	3.5	100.0	2,406	45.0
55–59	17.9	17.5	7.4	53.9	3.3	100.0	1,457	42.9
60–64	13.9	18.2	6.0	58.1	3.8	100.0	1,288	38.1
65+	10.9	14.8	5.5	61.3	7.5	100.0	1,774	31.4
Residence								
Urban	57.1	12.3	5.6	23.7	1.3	100.0	8,449	75.1
Rural	27.9	11.4	6.6	51.0	3.2	100.0	18,184	46.0
Region								
North Central	39.2	9.8	5.7	42.0	3.3	100.0	3,831	54.9
North East	19.2	8.3	6.3	63.8	2.4	100.0	3,606	33.8
North West	18.5	8.1	7.0	62.9	3.5	100.0	6,757	33.8
South East	47.9	18.2	8.0	24.6	1.3	100.0	3,226	74.1
South South	55.5	10.5	5.8	25.0	3.1	100.0	3,843	71.9
South West	51.6	16.9	5.1	25.1	1.4	100.0	5,369	73.6
Total	37.1	11.7	6.3	42.3	2.6	100.0	26,633	55.2

3.4 Exposure to Mass Media

Parent/guardian respondents were asked whether they usually read a newspaper at least once a week and how often they watch television and listen to the radio. For purposes of planning education and other social initiatives, it is important to have information about which groups of people are more or less likely to be reached by different types of media.

As shown in Tables 3.4.1 through 3.4.3, access to media is widespread: only 2 percent of the parent/guardian respondents do not read a newspaper, listen to radio, or watch television at least once a week. However, the preferred medium of media differs by residence, with rural populations using radio more than television and newspaper. Given poverty distribution and literacy rates among the rural residence, this is reasonable. There is effectively no gender difference in exposure to mass media among parent/guardians. One percent of the male and 2 percent of the female parent/guardians do not have access to one or more of these media. The radio is the most widely accessed form of media: 82 percent of male and 74 percent of female parent/guardians reported listening to the radio at least once a week. Less common is watching television, with 40 percent of male and 54 percent of female parent/guardians watching television. Twenty one percent of male and 15 percent of female parent/guardians read a newspaper at least once a week.

Table 3.4.1 Exposure to mass media among male parent/guardians

Percentage of male parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, 2010 NEDS

Background Characteristics	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15–19	30.0	55.3	68.8	55.3	1.3	69
20–24	27.9	46.5	77.7	45.1	4.9	313
25–29	18.8	41.0	82.6	39.3	1.7	786
30–34	21.6	42.0	85.7	41.6	1.2	1,533
35–39	25.7	43.6	85.2	44.5	1.5	1,747
40–44	26.8	44.3	86.3	45.0	1.2	1,924
45–49	26.1	41.2	86.2	42.3	1.6	1,590
50–54	20.2	37.4	82.1	36.4	0.9	1,511
55–59	18.3	37.0	82.7	35.1	1.0	999
60–64	14.5	34.7	76.5	32.3	1.2	1,043
65+	11.6	30.0	70.7	26.8	1.8	1,523
Residence						
Urban	41.1	73.3	86.8	71.3	0.8	3,000
Rural	15.5	29.6	80.8	29.4	1.6	10,038
Region						
North Central	21.6	43.5	80.3	43.0	2.2	2,140
North East	11.0	17.4	69.4	18.5	2.1	2,166
North West	12.3	16.9	86.6	20.6	1.0	3,719
South East	31.3	52.4	79.1	47.5	2.3	1,350
South South	39.2	72.6	83.7	64.4	1.1	1,639
South West	27.7	66.0	90.6	64.3	0.4	2,023
Total	21.3	39.7	82.2	39.0	1.4	13,037

Table 3.4.2 Exposure to mass media among female parent/guardians

Percentage of female parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, 2010 NEDS

Background Characteristics	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15–19	22.9	59.9	77.8	54.4	3.3	245
20–24	17.8	52.4	75.2	47.0	2.1	1,351
25–29	15.3	55.1	73.9	48.3	1.8	2,278
30–34	15.5	56.3	75.4	49.9	2.0	2,691
35–39	17.2	59.4	77.3	53.5	1.6	2,263
40–44	16.8	54.9	76.3	48.4	1.7	1,781
45–49	15.4	52.7	73.3	46.1	1.8	1,137
50–54	8.4	43.0	70.3	35.1	1.6	895
55–59	7.6	38.5	68.1	32.3	1.5	458
60–64	8.4	39.5	61.9	31.4	1.0	245
65+	8.9	37.3	65.7	32.0	1.1	251
Residence						
Urban	24.3	78.6	82.8	72.2	1.3	5,449
Rural	9.2	37.0	68.8	30.6	2.1	8,146
Region						
North Central	16.5	56.3	66.9	49.7	3.5	1,691
North East	5.5	21.8	49.7	19.1	3.0	1,441
North West	6.8	26.2	76.9	25.2	0.5	3,038
South East	23.8	52.4	70.4	43.8	3.9	1,876
South South	23.6	76.9	76.5	61.6	1.2	2,204
South West	16.3	76.5	87.5	70.7	0.8	3,346
Total	15.3	53.7	74.4	47.3	1.8	13,595

Listening to the radio at least once a week is common among the urban and rural respondents (Table 3.4.3). Eighty four percent of parent/guardians in urban areas and 75 percent of those in rural areas have access to radio. As expected, similar proportion applies to television, which is watched more in the urban areas than the rural areas (77 percent and 33 percent, respectively). Thirty percent of the parent/guardian respondents in the urban areas read a newspaper at least once a week contrasted with 13 percent in the rural areas. Across the six geo-political zones, radio is the most accessed form of mass media among the parent/guardian respondents. Access is highest (89 percent) in the South West and the lowest (62 percent) in the North East.

The percentage of parent/guardians who have access to all three media in 2010 is more than twice that of 2004, in both urban and rural areas (72 and 30 percent, and 31 and 13 percent, respectively).

Table 3.4.3 Exposure to mass media among parent/guardians

Percentage of parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, 2010 NEDS

Background Characteristics	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15–19	24.4	58.9	75.8	54.6	2.9	314
20–24	19.7	51.2	75.7	46.7	2.6	1,665
25–29	16.2	51.5	76.2	46.0	1.7	3,064
30–34	17.7	51.1	79.2	46.9	1.7	4,223
35–39	20.9	52.5	80.8	49.6	1.5	4,010
40–44	22.0	49.4	81.5	46.7	1.5	3,705
45–49	21.7	46.0	80.8	43.9	1.7	2,727
50–54	15.8	39.5	77.7	35.9	1.2	2,406
55–59	15.0	37.5	78.1	34.3	1.2	1,457
60–64	13.4	35.6	73.8	32.1	1.2	1,288
65+	11.2	31.0	70.0	27.5	1.7	1,774
Residence						
Urban	30.3	76.7	84.3	71.9	1.1	8,449
Rural	12.7	32.9	75.4	29.9	1.9	18,184
Region						
North Central	19.3	49.2	74.4	46.0	2.8	3,831
North East	8.8	19.2	61.5	18.8	2.5	3,606
North West	9.8	21.1	82.2	22.7	0.8	6,757
South East	27.0	52.4	74.1	45.3	3.2	3,226
South South	30.3	75.1	79.6	62.8	1.2	3,843
South West	20.6	72.5	88.7	68.3	0.6	5,369
Total	18.3	46.8	78.2	43.2	1.6	26,633

There has also been a marginal increase in the proportion of parent/guardians that watch television at least once a week from 42 percent in 2004 to 47 percent in 2010 NEDS. Watching television has been more common in urban areas than rural over time. The gap between the urban parent/guardian respondents that watch television at least once a week (77 percent) compared with rural areas (33 percent) in 2010 is higher than what was obtained in 2004 NDES, which recorded 67 percent for urban and 30 percent for rural areas.

4. CHILDREN'S BACKGROUND CHARACTERISTICS

This chapter presents information on the characteristics of the children age 5–16 for whom data were collected by the 2010 NEDS. The chapter also presents information on the nutritional status of children age 5–9 and rates of literacy and numeracy among children age 5–12.[5] It also presents the disability status of the children.

In line with the UBE age range specifications for the different levels of basic education in Nigeria—Early Child Care Education/Pre-primary (3–5 years), Primary Education (6–11 years) and Junior Secondary Education (12–14 years) ages inclusive—the chapter also presents the underlying information to reflect the background characteristics.

4.1 Children's Background Characteristics

Table 4.1.1 provides information about the age, sex, and residence of the children age 5–16. Fifty two percent of the children are male and 49 percent are female. In 2010, 19 percent of the children are age 5, 17 percent ages 6–7, 32 percent are ages 8–11, and 32 percent are ages 12–16. Ninety-nine percent of children have no disability.

[5] The 2010 NEDS collected literacy data on children 5–16 and tested all children in school in English first. Comparison with the 2004 NDES results will be limited to like age groups and 2010 Literacy will include English and the three major local languages (Hausa, Igbo, and Yoruba).

Table 4.1.1 Background characteristics of children in the 2010 NEDS

Percent distribution of de jure children age 5–16 by background characteristics and disability, 2010 NEDS

Background Characteristic	Weighted Percent	Number of Children: Weighted Number	Number of Children: Unweighted Number
Age			
4–5	18.9	13,292	13,242
6–7	17.1	12,039	11,940
8–11	32.0	22,491	22,390
12–16	31.9	22,447	22,698
Sex			
Male	51.5	36,192	36,231
Female	48.5	34,076	34,039
Disability			
Visual	0.1	77	67
Hearing	0.1	71	60
Speaking	0.1	65	74
Mobility	0.2	109	106
Mental	0.1	56	49
Other	0.3	202	211
None	98.9	69,472	69,505
Missing information	0.3	216	198
Residence			
Urban	29.8	20,930	20,653
Rural	70.2	49,339	49,617
Region			
North Central	15.3	10,762	12,980
North East	16.1	11,341	11,772
North West	28.8	20,261	14,242
South East	10.0	7,033	9,096
South South	13.0	9,159	11,181
South West	16.7	11,713	10,999
Total	100.0	70,269	70,270

Table 4.1.2 Background characteristics of children according to UBE age range

Percent distribution of de jure children age 5–16 by UBE schooling age specification by background characteristics, 2010 NEDS			
		Number of Children	
Background Characteristic	Weighted Percent	Weighted Number	Unweighted Number
Age			
5	18.9	13,292	13,242
6–11	49.1	34,530	34,330
12–14	20.6	14,499	14,538
15–16	11.3	7,948	8,160
Sex			
Male	51.5	36,192	36,231
Female	48.5	34,076	34,039
Residence			
Urban	29.8	20,930	20,653
Rural	70.2	49,339	49,617
Region			
North Central	15.3	10,762	12,980
North East	16.1	11,341	11,772
North West	28.8	20,261	14,242
South East	10.0	7,033	9,096
South South	13.0	9,159	11,181
South West	16.7	11,713	10,999
Total	100.0	70,269	70,270

4.2 Children's Living Arrangements

Table 4.2 provides information on the living arrangements of children age 5–16. This table groups children into four categories: those living with parents, those living with their mother (but not their father), those living with their father (but not their mother), and those not living with either parent.

Table 4.2 Children's living arrangements

Percent distribution of male children aged 5–16 by survival status of parents and children's living arrangements according to background characteristics, 2010 NEDS

Background Characteristic	Living with both parents	Living with mother but not father		Living with Father but not mother		Not living with either parent				Missing information on father/ mother	Total	Number
		Father alive	Father dead	Mother alive	Mother dead	Both alive	Mother dead	Father dead	Both dead			
Age												
5	82.9	5.1	2.6	2.7	1.1	3.9	0.4	0.4	0.2	0.5	100.0	13,292
6–7	81.0	4.9	3.2	3.1	1.3	4.4	0.4	0.8	0.3	0.5	100.0	12,039
8–11	77.5	4.6	4.2	3.8	1.8	5.3	0.6	1.3	0.5	0.4	100.0	22,491
12–16	70.2	4.8	6.5	4.2	2.7	6.9	0.9	2.0	1.1	0.7	100.0	22,447
Sex												
Male	76.7	4.8	4.5	4.1	2.1	4.9	0.6	1.2	0.6	0.5	100.0	36,192
Female	76.9	4.9	4.5	3.1	1.7	5.9	0.6	1.3	0.6	0.5	100.0	34,076
Residence												
Urban	74.8	5.8	4.8	3.5	1.7	6.4	0.7	1.4	0.7	0.4	100.0	20,930
Rural	77.7	4.4	4.3	3.7	2.0	5.0	0.6	1.2	0.6	0.6	100.0	49,339
Region												
North Central	73.2	4.9	5.1	3.7	2.1	7.5	0.6	1.6	0.8	0.4	100.0	10,762
North East	85.7	1.8	2.3	3.5	1.7	3.3	0.3	0.8	0.3	0.3	100.0	11,341
North West	85.9	1.8	2.6	3.5	1.9	1.7	0.3	0.8	0.4	1.1	100.0	20,261
South East	70.0	6.1	9.2	1.9	1.9	6.7	0.8	2.0	1.0	0.5	100.0	7,033
South South	65.0	9.8	7.5	4.1	2.0	7.4	1.1	1.8	1.0	0.4	100.0	9,159
South West	69.1	8.2	4.0	4.5	1.6	9.6	0.9	1.4	0.5	0.1	100.0	11,713
Total	76.8	4.8	4.5	3.6	1.9	5.4	0.6	1.3	0.6	0.5	100.0	70,269

Seventy-seven percent of children age 5–16 live with both of their biological parents. Younger children are more likely than older children to live with both parents. For instance, 81 percent of children age 6–7 live with both parents, compared with 70 percent of children age 12–16. There are no notable differences in living arrangement by sex of the child. Children in rural areas are slightly more likely than those in urban areas to live with both parents (78 percent and 75 percent, respectively). Among the regions, the percentages of children living with both biological parents range from a low of 65 percent in the South South to a high of 86 percent in both the North East and North West.

Fifteen percent of children live with either their mother or their father (but not both), and 8 percent of children live with neither parent. Of those in the latter category, most (5 percent) have both parents still living, 2 percent have one parent still living, and 1 percent have lost both parents. The 2008 NDHS also reported less than 1 percent children who lost both parents.

The data explore the extent of orphanhood in the country, defined here as the proportion of children who have lost one or both parents. Of children age 5–16, 6 percent have lost their father and 3 percent have lost their mother.[6] Only one percent of children have lost both natural parents.

There is a slight increase of children among the age groups that live with biological parents from 2004 to 2010 (71 percent and 77 percent, respectively); however, this change may be due to differences in the age distribution of children. In the regional coverage, there is a general increase from 2004 to 2010 in the proportion of children living with both parents with a recorded high in the North West (80 versus 86 percent) to the South West (62 versus 70 percent), except for South East with a slight drop (72 versus 70 percent).

4.3 Children's Eating Patterns

Children's nutrition is an important education issue. Children who are malnourished may be less likely to attend school; and those who do attend school, may be absent frequently, have difficulty concentrating on learning activities, or have other health problems. The 2010 NEDS collected information about the meals eaten by school-age children on the day before the parent/guardian was interviewed. The results are presented in Tables 4.3.1 through 4.3.3, according to children's schooling status (day pupils or non-pupils) and their background characteristics. Tables 4.3.1 through 4.3.3 also show data on children's eating patterns by economic status quintile.

[6] The percent of children who have lost their mother (or their father) was calculated by summing the percentages of children who have lost that parent in each of the relevant categories of living arrangements (living with father, living with mother, not living with either parent). For example, the percentage of children who have lost their father (6.7 percent) is equal to the percent of children living with their mother whose father is dead (3.9 percent) plus the percent of children not living with either parent whose mother only is alive (2.1 percent) plus the percent of children not living with either parent whose parents are both dead (0.7 percent)

Table 4.3.1 Children's food consumption on the day before the interview: day pupils

Percent distribution of day pupils aged 5–16 by consumption of breakfast and lunch on the day before the interview and the mean number of meals and snacks eaten that day, according to background characteristics, 2010 NEDS.

Background Characteristic	Ate breakfast				Ate lunch				Number of children	Mean number of meals and snacks
	Yes	No	Don't Know/ Missing	Total	Yes	No	Don't Know / Missing	Total		
Age										
5	99.4	0.6	0.0	100.0	99.0	0.9	0.1	100.0	6,243	3.6
6–7	99.1	0.8	0.1	100.0	99.0	0.9	0.1	100.0	7,678	3.6
8–11	98.4	1.5	0.1	100.0	98.7	1.1	0.2	100.0	15,705	3.4
12–16	97.1	2.6	0.3	100.0	98.1	1.4	0.5	100.0	14,240	3.3
Sex										
Male	98.1	1.7	0.1	100.0	98.6	1.2	0.2	100.0	23,450	3.5
Female	98.4	1.5	0.2	100.0	98.5	1.1	0.3	100.0	20,416	3.5
Residence										
Urban	98.7	1.2	0.1	100.0	98.8	0.8	0.4	100.0	16,677	3.6
Rural	97.9	1.9	0.2	100.0	98.4	1.4	0.2	100.0	27,189	3.4
Region										
North Central	96.6	3.0	0.4	100.0	97.1	2.4	0.6	100.0	7,042	3.1
North East	96.9	3.0	0.1	100.0	97.6	2.2	0.2	100.0	4,446	3.3
North West	99.3	0.7	0.0	100.0	99.5	0.5	0.0	100.0	8,275	3.9
South East	98.8	1.1	0.1	100.0	98.6	1.2	0.2	100.0	6,240	3.1
South South	97.9	2.1	0.0	100.0	98.9	1.1	0.0	100.0	7,859	3.1
South West	99.1	0.7	0.2	100.0	99.0	0.4	0.6	100.0	10,004	3.8
Economic status quintile										
Lowest	96.6	3.2	0.2	100.0	96.8	3.0	0.2	100.0	4,813	3.3
Second	98.3	1.4	0.3	100.0	98.6	1.2	0.2	100.0	7,884	3.5
Middle	98.1	1.7	0.1	100.0	98.7	1.1	0.2	100.0	10,249	3.4
Fourth	98.4	1.5	0.1	100.0	98.9	0.8	0.2	100.0	10,368	3.5
Highest	98.9	1.0	0.1	100.0	98.9	0.6	0.5	100.0	10,548	3.5
Total	98.2	1.6	0.2	100.0	98.6	1.1	0.3	100.0	43,866	3.5

Table 4.3.2 Children's food consumption on the day before the interview: non-pupils

Percent distribution of non-pupils age 4–16 by consumption of breakfast and lunch on the day before the interview and the mean number of meals and snacks eaten that day, according to background characteristics, 2010 NEDS.

	Ate breakfast				Ate lunch					
Background Characteristic	Yes	No	Don't Know / Missing	Total	Yes	No	Don't Know / Missing	Total	Number of children	Mean number of meals and snacks
Age										
4–5	99.3	0.6	0.0	100.0	99.2	0.7	0.0	100.0	6,445	3.7
6–7	99.3	0.6	0.0	100.0	99.3	0.6	0.1	100.0	3,699	3.6
8–11	99.0	0.9	0.0	100.0	98.9	1.0	0.1	100.0	5,166	3.4
12–16	98.3	1.3	0.4	100.0	97.9	1.4	0.7	100.0	4,864	3.4
Sex										
Male	98.9	1.0	0.2	100.0	98.5	1.1	0.3	100.0	9,529	3.5
Female	99.1	0.8	0.1	100.0	99.1	0.8	0.1	100.0	10,645	3.5
Residence										
Urban	98.6	1.0	0.4	100.0	98.5	0.9	0.6	100.0	2,756	3.7
Rural	99.1	0.8	0.1	100.0	98.9	1.0	0.2	100.0	17,417	3.5
Region										
North Central	98.5	1.3	0.2	100.0	98.2	1.5	0.3	100.0	2,698	3.1
North East	98.5	1.4	0.1	100.0	98.9	1.0	0.2	100.0	5,825	3.3
North West	99.6	0.3	0.1	100.0	99.1	0.7	0.2	100.0	9,740	3.8
South East	98.6	1.2	0.1	100.0	97.2	2.6	0.1	100.0	388	3.0
South South	97.4	2.6	0.0	100.0	98.7	1.2	0.1	100.0	631	3.1
South West	98.7	0.6	0.6	100.0	98.4	0.4	1.2	100.0	892	3.8
Economic status quintile										
Lowest	99.1	0.8	0.1	100.0	98.7	1.0	0.2	100.0	9,211	3.4
Second	99.3	0.6	0.0	100.0	99.0	0.9	0.1	100.0	5,877	3.6
Middle	98.2	1.8	0.1	100.0	99.1	0.6	0.2	100.0	2,962	3.6
Fourth	99.2	0.4	0.4	100.0	98.6	0.8	0.6	100.0	1,493	3.6
Highest	97.9	1.1	1.0	100.0	97.6	1.4	0.9	100.0	603	3.6
Total	99.0	0.9	0.1	100.0	98.8	0.9	0.2	100.0	20,174	3.5

Pupils and non-pupils are equally likely to eat breakfast and lunch (98 percent and 99 percent, respectively). There were virtually no differences by schooling status in the percentage of children eating meals. There are no notable differences in eating patterns by the background characteristics. On average, the combination of pupils and non-pupils eat four times per day (see Table 4.3.3). Figures for 2004 and 2010 show similar trends, with children slightly more likely to have eaten in 2010 (99 versus 95 percent for 2004).

Table 4.3.3 Children's food consumption on the day before the interview: day pupils and non-pupils

Percent distribution of day pupils and non–pupils age 5–16 by consumption of breakfast and lunch on the day before the interview, and mean number of meals and snacks eaten that day, according to background characteristics, 2010 NEDS.

	Ate breakfast				Ate lunch					
Background Characteristic	Yes	No	Don't Know/ Missing	Total	Yes	No	Don't Know/ Missing	Total	Number of children	Mean number of meals and snacks
Age										
5	99.4	0.6	0.0	100.0	99.1	0.8	0.1	100.0	12,679	3.7
6–7	99.1	0.8	0.1	100.0	99.1	0.8	0.1	100.0	11,367	3.6
8–11	98.5	1.4	0.1	100.0	98.7	1.1	0.2	100.0	20,857	3.4
12–16	97.4	2.3	0.3	100.0	98.0	1.4	0.6	100.0	19,089	3.3
Sex										
Male	98.3	1.5	0.2	100.0	98.6	1.2	0.3	100.0	32,952	3.5
Female	98.6	1.2	0.1	100.0	98.7	1.0	0.3	100.0	31,041	3.5
Residence										
Urban	98.7	1.1	0.2	100.0	98.8	0.8	0.4	100.0	19,407	3.6
Rural	98.4	1.5	0.1	100.0	98.6	1.2	0.2	100.0	44,585	3.4
Region										
North Central	97.1	2.6	0.3	100.0	97.4	2.1	0.5	100.0	9,735	3.1
North East	97.8	2.1	0.1	100.0	98.3	1.5	0.2	100.0	10,268	3.3
North West	99.5	0.5	0.1	100.0	99.3	0.6	0.1	100.0	17,989	3.9
South East	98.8	1.1	0.1	100.0	98.5	1.3	0.2	100.0	6,627	3.1
South South	97.9	2.1	0.0	100.0	98.9	1.1	0.0	100.0	8,486	3.1
South West	99.1	0.7	0.2	100.0	99.0	0.4	0.6	100.0	10,888	3.8
Economic status quintile										
Lowest	98.3	1.6	0.1	100.0	98.1	1.7	0.2	100.0	14,015	3.4
Second	98.7	1.1	0.2	100.0	98.8	1.1	0.2	100.0	13,757	3.5
Middle	98.1	1.7	0.1	100.0	98.8	1.0	0.2	100.0	13,201	3.4
Fourth	98.5	1.4	0.1	100.0	98.9	0.8	0.3	100.0	11,847	3.5
Highest	98.8	1.0	0.2	100.0	98.8	0.7	0.5	100.0	11,141	3.5
Total	98.5	1.4	0.1	100.0	98.7	1.1	0.3	100.0	63,992	3.5

4.4 Nutritional Status of Children Age 5–9

The DHS, including the 2008 NDHS, routinely assesses the nutritional status of children age five and under, but few large-scale surveys have collected these data for school-age children. The 2010 NEDS included indirect measuring of the nutritional status of children age 5–10 by taking body measurements to derive three indices: height-for-age, weight-for-height, and weight-for-age. It is important that an awareness and understanding of the incidence and impact of malnutrition among school-age children be developed to address the factors that cause malnutrition. School-age children suffer from nutritional

problems that may affect their physical and cognitive development, as well as their capacity to attend school, stay in school, and learn while attending school. Previous research has found correlations between nutrition and school enrollment/attendance, performance in school, age-of-entry, absenteeism, repetition, and dropout.

Measures of Nutritional Status in Childhood

As recommended by the World Health Organization (WHO), the nutritional status of children included in the NEDS is compared with an international reference population defined by the US National Center for Health Statistics (NCHS) and accepted by the US Centers for Disease Control and Prevention (CDC). Each of the three status indicators described below is expressed in standard deviation units (z-scores) from the median for the reference population. The use of this reference population is based on the finding that well-nourished young children of all population groups (for which data exist) follow very similar growth patterns, up to the onset of puberty.[7] These reference populations serve as a point of comparison, facilitating the examination of differences in the anthropometric status of subgroups in a population and changes in nutritional status over time. In any large population, there is variation in height and weight; this variation approximates a normal distribution.

Each of these indices—height-for-age, weight-for-height, and weight-for-age—give different information about growth and body composition used to assess nutritional status. The height-for-age index is an indicator of linear growth retardation. Children whose height-for-age z-score is below minus two standard deviations (−2 SD) from the median of the reference population are considered short for their age (*stunted*) and have been or are chronically malnourished. Children who are below minus three standard deviations (−3 SD) from the median of the reference population are considered severely stunted.

Stunting reflects failure to receive adequate nutrition over a long period of time and is also affected by recurrent or chronic illness.[8] Height-for-age, therefore, represents a long-term effect of malnutrition in a population. Research has found that short stature—a result of stunting—is an important factor in parental decisions to enroll a child in school. Delays in enrollment can have negative, long-term consequences for educational attainment and performance.

The weight-for-height index measures body mass in relation to body length and describes current nutritional status. Children whose z-scores are below minus two standard deviations (−2 SD) from the median of the reference population are considered thin (*wasted*) and are acutely malnourished. Wasting represents the failure to receive adequate nutrition in the period immediately preceding the survey and may be the result of inadequate food intake or recent episodes of illness, causing weight loss and the onset of malnutrition. Children whose weight-for-height is below minus three standard deviations (−3 SD) from the median of the reference population are considered to be severely wasted. Wasted children are more susceptible to disease and are burdened by more health problems.

Weight-for-age (*underweight*) is a composite index of height-for-age and weight-for-height. It takes into account both acute and chronic malnutrition, but does not distinguish between chronic malnutrition (stunting) and acute malnutrition (wasting). A child can be underweight for age because he is stunted, because he is wasted, or because he is stunted and wasted. It is a good overall indicator of a population's nutritional health and a useful tool in clinical settings for continuous assessment of nutritional progress and growth. Children whose weight-for-age is below minus two standard deviations (−2 SD) from the median of the reference population are classified as underweight.

[7] Consequently, the NDES has not used data on children older than 9 years/11 months.

[8] Stunting is widely believed to occur mainly in early childhood (mostly by age 3) through a cumulative process of pre-natal, infant, and early childhood malnutrition, and has been considered irreversible.

Levels of Child Nutrition in Nigeria

Table 4.4 presents the percentage of children age 4–10 classified as malnourished according to height-for-age, weight-for-height, and weight-for-age indices by background characteristics. With this age range, the NEDS, taken together with the 2008 NDHS, provides data on nutritional status for children age 0–9. The upper age limit for the 2010 NEDS was set at 9 because variations in the maturation and growth rates of adolescent children age 10 and older make growth comparisons problematic.[9]

Table 4.4 Nutritional status of children by demographic characteristics

Percentage of children age 4–10 classified as malnourished according to three anthropometric indices of nutritional status: height-for-age, weight-for-height and weight-for-age, by background characteristics, 2010 NEDS

	Height-for-age		Weight-for-height		Weight-for-age		
	Percentage below -3 SD	Percentage below −2 SD	Percentage below −3 SD	Percentage below −2 SD	Percentage below −3 SD	Percentage below −2 SD	Number
Age							
4	12.5	23.1	4.3	8.9	3	10.9	5,709
5	12.4	24.0	4.3	9.5	3.6	12.5	5,998
6	11.8	22.5	3.3	8.0	5.6	14.2	5,739
7	10.9	21.5	2.4	7.0	5.5	14.6	5,063
8	11	20.9	1.7	4.6	7.2	17.5	5,837
9	9.4	19.6	1.1	2.3	6.9	16.8	5,144
10	10.9	23.4	0.7	1.2	7.6	19	5,834
Gender							
Male	12	23.1	2.4	5.5	6.2	16.2	20,087
Female	10.6	21.3	2.7	6.4	5	13.8	19,235
Child's schooling attainment							
No schooling	17.5	33.7	3.8	8.4	8.7	22.8	423
Has only been to preschool	8.1	15.1	3.1	7.6	3.2	8.7	13,797
Has been to primary	7.9	16.4	1.5	3.8	4.2	11.7	6,090
Child's age for class attended in 2009-2010							
Over-age	11	22.2	1.2	3.5	6	16.4	9,737
On time	6.4	13.3	1.7	4.2	3.5	8.8	5,759
Under-age	4.3	8.4	1.5	3.5	2.4	5.8	2,818
Residence							
Urban	6.9	13.8	2.2	5.5	3.4	9.6	11,532
Rural	13.1	25.7	2.7	6.2	6.5	17.3	27,784
Region							
North Central	18.6	29.5	1.2	3.0	4.2	11.4	5,804
North East	12.4	27.9	4.0	8.7	8.9	22.8	6,326
North West	14.9	29.9	3.0	7.5	8	21.8	11,970
South East	5.7	10.6	0.8	2.6	2.2	5.5	3,759
South South	6.1	12.6	2.5	5.1	3.8	9.7	5,072
South West	4.2	10.1	2.4	5.9	2.7	8	6,393

[9] Data are presented for male and female children in the same age range, and according to the growth reference curves established by CDC/NCHS for school-age children. All three indices—height-for-weight, weight-for height, and weight-for-age—were available for female children up to 120 months (10 years) and less than 137 cm in height, and for male children up to 138 months (11.5 years) and less than 145 cm in height. In order to present information on all three measures for children in the same age group, this report presents anthropometric data for all children age 7 years/0 months through age 9 years/11 months.

Table 4.4 Nutritional status of children by demographic characteristics (continued)

Percentage of children age 4–10 classified as malnourished according to three anthropometric indices of nutritional status: height-for-age, weight-for-height and weight-for-age, by background characteristics, 2010 NEDS

	Height-for-age		Weight-for-height		Weight-for-age		
	Percentage below –3 SD	Percentage below −2 SD	Percentage below −3 SD	Percentage below −2 SD	Percentage below −3 SD	Percentage below −2 SD	Number
Mother's education							
No schooling	14.9	28.9	3.1	7.1	7.9	20.6	185
Some or completed primary	9.3	19.7	2.0	5.0	4.2	12.8	19,085
Some or completed secondary or higher	6.5	12.2	2.0	4.8	2.6	6.8	9,726
Father's education							
No schooling	14.8	29.2	3.4	7.4	8.1	21	278
Some or completed primary	10.7	21.8	2.1	4.9	5.1	14.2	14,620
Some or completed secondary or higher	8.3	15.6	2.0	5.2	3.5	9.8	9,454
Economic Status							
Lowest	16.5	33.3	3.7	8.6	9.2	23.9	8,807
Second	13.9	27.4	2.4	5.8	6.8	18.5	8,824
Middle	11.4	21.2	2.0	4.6	4.8	13.1	8,032
Fourth	7.6	14.9	2.3	5.0	3.8	10.1	7,091
Highest	4.7	9.4	2.1	5.4	2.2	6.2	6,570
Disabilities							
Seeing	18.1	52.0	2.8	7.1	7.5	33.5	50
Hearing	14.5	23.4	3.4	11.3	12.3	14.2	45
Speaking	16.8	32.1	4.7	5.5	9.8	19.1	110
Mobility	28.7	45.2	5.8	7.5	20.2	41	50
Mental	13.5	23.3	3.2	7.0	5.2	23.9	16
Other	12.4	22.7	1.3	2.7	7.6	16.1	101
None	11.3	22.2	2.5	6.0	5.6	15	38,952
Total	11.3	22.2	2.5	6.0	5.6	15.1	39,324

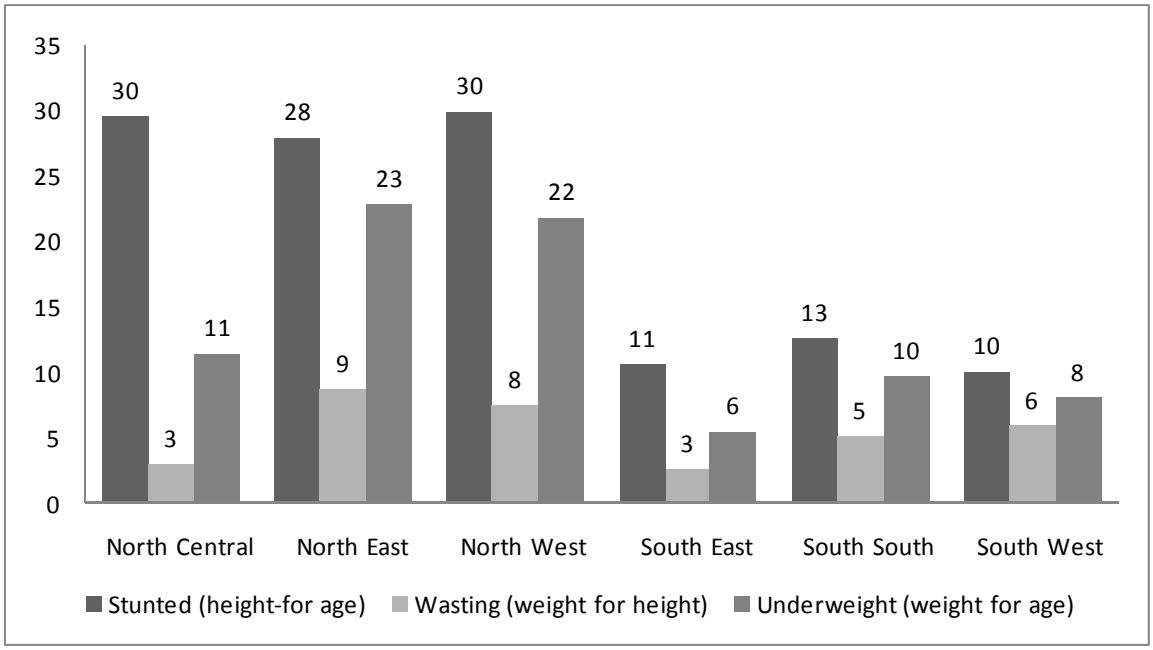
Stunting (Height-for-Age)

Twenty-two percent of children age 4–10 are moderately and severely stunted (less than −2 SD), whereas only 11 percent are severely stunted (less than −3 SD). Male children and female have about the same likelihood for being stunted (23 percent and 21 percent). Children in rural areas are far more likely to be classified as stunted (26 percent) than children in urban areas (14 percent), and are more likely to be severely stunted as those in urban areas (13 percent versus 7 percent).

As shown in Figure 4.1, the highest rates of stunting are in the North West and North Central (both 30 percent), whereas the lowest rate of stunting is in the South West (10 percent). Similarly, severe stunting is highest in the North Central (Table 4.4, 19 percent). The less economically advantaged the household, the more likely the child is to be stunted: 33 percent of the least advantaged children are stunted,

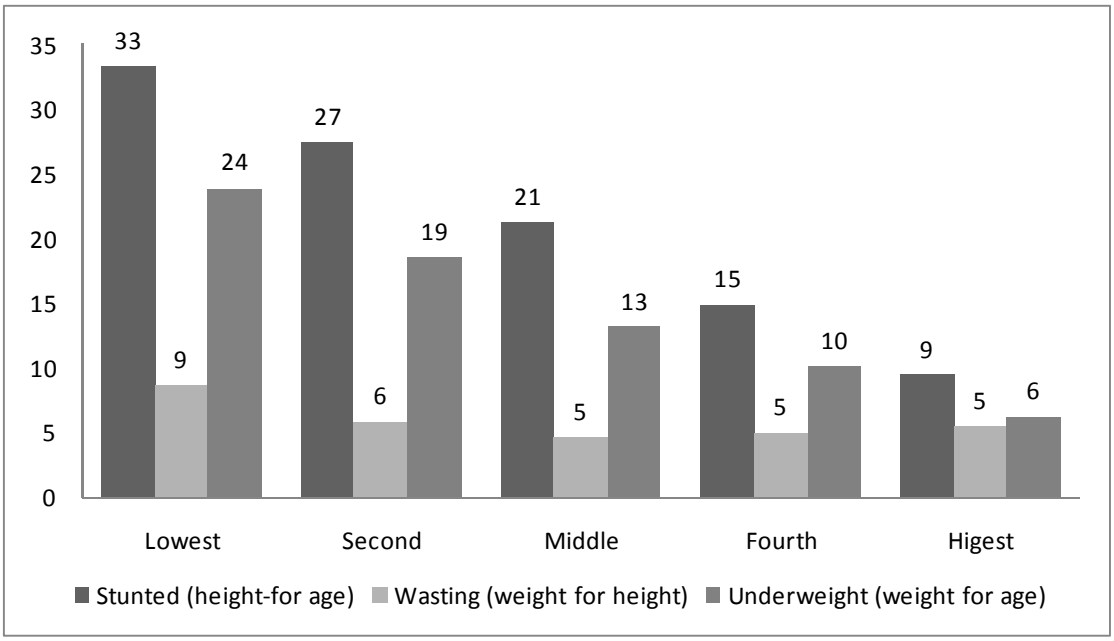
compared with 9 percent of the most advantaged children. This trend is similar to the 2004 NDES, but with higher proportions (37 and 13 percent, respectively).

Figure 4.1 Nutritional Status of Children Age 4–10, by Region



Among children whose parents attended school, there are lower rates of stunting. Twenty nine percent of children age 4–10 whose mothers have no schooling are stunted, whereas 20 percent of children whose mothers attended primary school are stunted and 12 percent of children whose mothers have some secondary schooling or higher are stunted. A similar pattern is observed with fathers.

Figure 4.2 Nutritional Status of Children Age 4-10, by Economic Status Quintile



Wasting (Weight-for-Height)

Only 6 percent of children age 4–10 were found to be wasted, and almost 3 percent were found to be severely wasted. There are slight increases over the rates of wasting in 2004. These findings are comparable to those of the NCHS reference population of well-nourished children, and falls with the normal population range of variability for weight-for-height.

Wasting Is Least Common In Children Age 4–10 In The South East And North Central (Both 3 Percent), And Most Common In Children In The North East And North West (9 Percent And 8 Percent, Respectively). There Are No Substantial Differences By Gender, Parents' Educational Attainment, Or Economic Status. This Is Consistent With The Trends In The 2004 Ed Data.

Underweight (Weight-for-Age)

Fifteen percent of children age 4–10 are under-weight, whereas 6 percent are severely underweight. As seen with stunting, male children are slightly more likely than female children to be underweight (16 versus 14 percent, respectively).[10] Children in rural areas are more likely to be underweight (17 percent) than children in urban areas (10 percent). The North East and North West have the highest prevalence of underweight children (23 and 22 percent, respectively), and the South West (8 percent) and the South East (6 percent) have the lowest prevalence of underweight children (Figure 4.1). Children from less economically advantaged households are more likely to be underweight than are those children in the most economically advantaged households. For example, whereas 24 percent of the least economically advantaged children are underweight, only 6 percent of the most economically advantaged children are underweight.

Similar to results in stunting and wasting, there is a strong relationship between increased parental education and reduced prevalence of underweight children. This trend is stronger in 2010 than it was in 2004, where it did not apply to wasting.

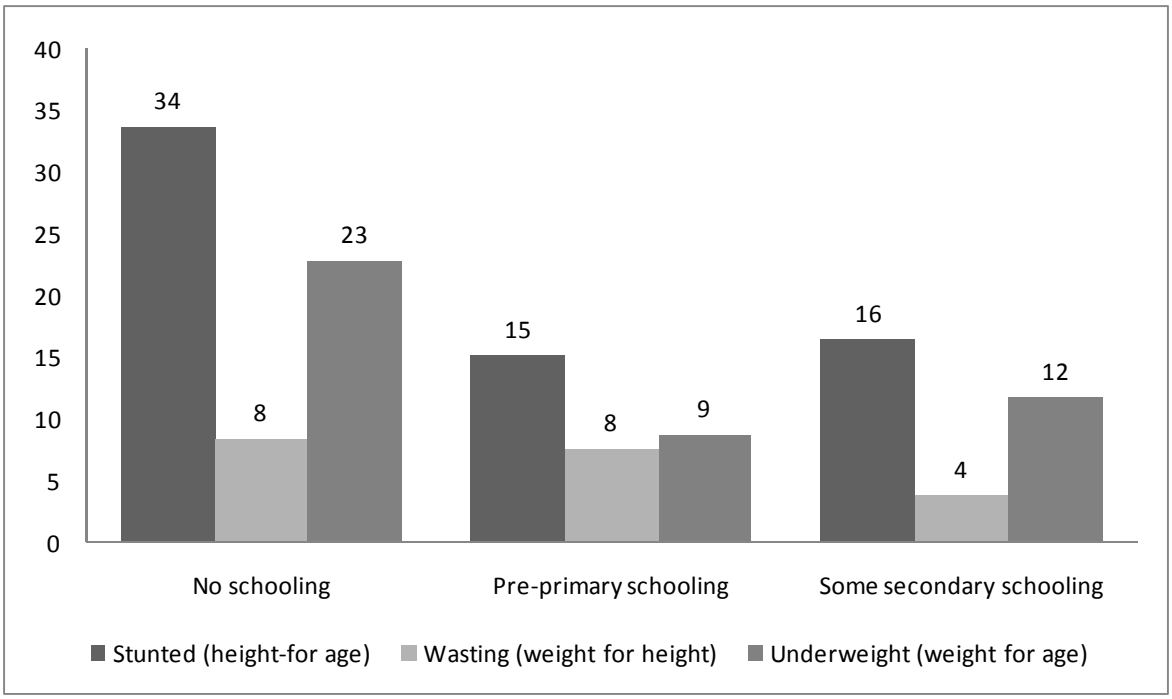
Child Nutrition and Schooling in Nigeria

Table 4.4 also presents the percentage of children age 4–10 classified as malnourished according to height-for-age, weight-for-height, and weight-for-age indices by the level of schooling they have attained (no schooling, pre-primary only, and some primary education), regardless of their attendance status during the 2009–2010 school year. In addition, data are presented on the nutritional status of pupils aged 4–10 who attended primary school during the 2009–2010 school year by whether they are under age, on time, or over-age for the class attended.

As shown in Figure 4.3, children who attend or have attended pre-primary or primary school are less likely to be stunted (height-for-age) and underweight (weight-for-age) than children who have never attended school. Whereas 32 percent of children with primary or pre-primary schooling are stunted, 34 percent of children with no schooling are stunted. Moreover, children with no schooling are more likely to be severely stunted (Table 4.4, 18 percent) than children with some primary or pre-primary schooling (both 8 percent). Similarly, 23 percent of children with no schooling are underweight, compared with 9 percent of children with pre-primary schooling and 12 percent of children with some primary schooling.

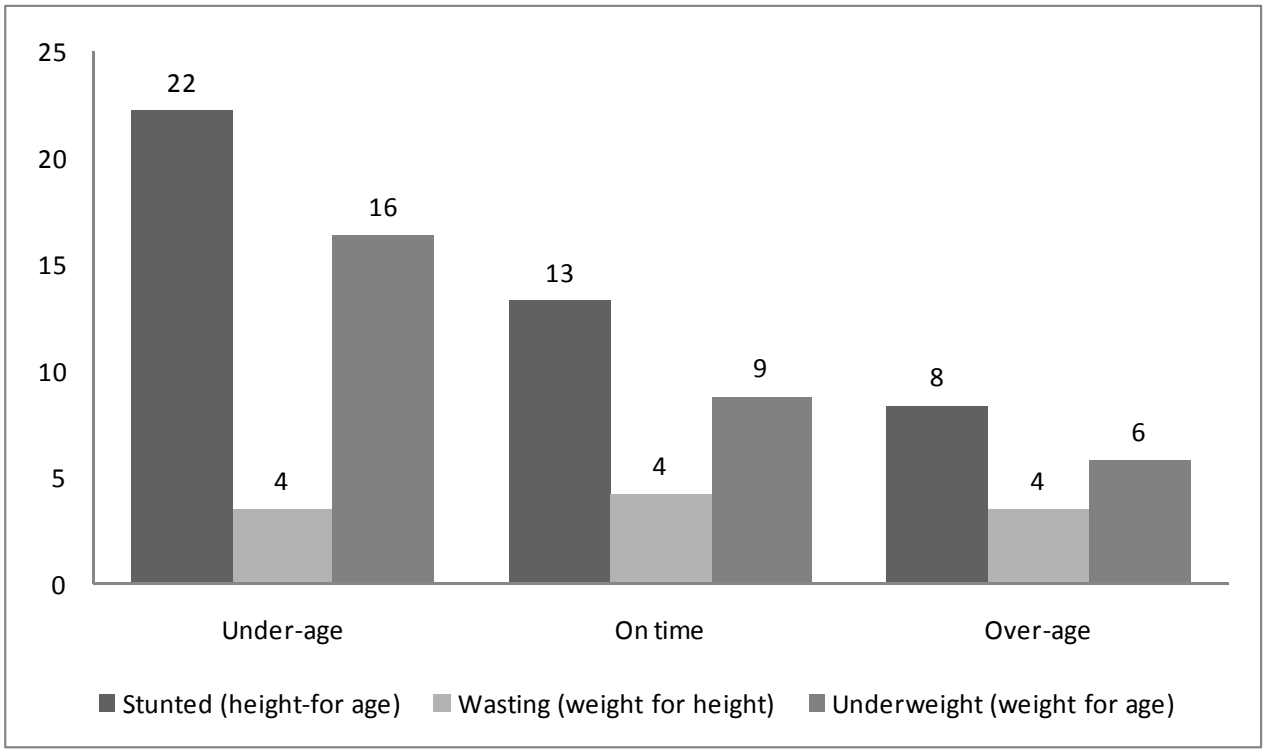
[10] The evidence from studies of school-age children suggests that boys are more likely to be stunted and underweight than girls; and in some countries, they are more likely to be wasted than girls.

Figure 4.3 Nutritional Status of Children Age 4–10, by Schooling Attainment



Overall, rates of wasting among children age 4–10 are low; and although children with primary schooling or higher are least likely to be wasted, the differences by schooling attainment are minimal. These findings suggest that all children are unlikely to have suffered from recent inadequate food intake or episodes of illness.

Figure 4.4 Nutritional Status of Children Age 4–10, by Age and Class



4.5 Literacy and Numeracy among Children Age 5–16

The 2010 NEDS tested literacy and numeracy among young school-age children regardless of whether they had ever attended school. Although primary schools test pupils' achievement, literacy and numeracy skills are not solely or necessarily acquired through formal schooling. To provide a general estimate of the level of basic literacy and numeracy among children in this age group, the NEDS collected literacy and numeracy data on children age 5–16 who have never attended school, who are currently attending school, or who have dropped out of school. It is important to note that the 2010 NEDS collected information for age 5–16,[11] against 4–12 age group covered in 2004.

Literacy and numeracy are complex constructs, not easily captured by one indicator. The NEDS provides only one measure each for literacy and numeracy, and therefore should be interpreted with some caution. Each child was given a simple test for literacy and numeracy. Basic literacy was assessed by asking the child to read a single short sentence in English first and then his or her preferred language (Hausa, Igbo, or Yoruba,). Information was collected on whether they could not read the sentence at all, whether they could read part of the sentence, or whether they could read the entire sentence. Children who could read either part of or an entire sentence correctly are considered to have basic literacy skills.[12] Basic numeracy was tested by asking a child to add two single-digit numbers that sum to less than 10 (e.g., the sum of 3 + 2). Information was collected on whether children correctly summed the numbers or not. Children who calculated the correct sum are considered to have basic numeracy skills.

Literacy

Literacy levels are collected for children in the 5–16 age group both in school and not in school. It shows 46 percent of children are able to read some or all of a sentence (see Table 4.5.3). Older children are more likely than younger children to be literate: 14 percent of children age 5 have basic literacy skills, compared with 58 percent of those ages 12–16. Six percent of children ages 5–16 who have never attended school have acquired basic literacy skills, whereas 28 percent of children who have attended pre-primary and 49 percent who have attended primary school are literate. Expectedly, 84 percent of those children who have attended some secondary school are literate, suggesting that for this age group, literacy acquisition is primarily through formal schooling.

[11] During questionnaire design it was noted in 2004 that 96% of 4-year olds could not read, as was expected since reading instruction is not required before kindergarten. Also, the age limit is extended to effectively cover the basic education age range that includes the primary and junior secondary schooling.

[12] A straight comparison cannot be made with the 2004 NDES because of the different age range use in the 2010 NEDS.

Table 4.5.1 Literacy among male children

Percent distribution of male children age 5–16 by level of literacy and percent literate, according to the background characteristics, 2010 NEDS

Background Characteristic	Cannot read at all	Can read part of sentence	Can read whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
5	83.7	10.8	5.2	0.3	100.0	2,990	16.0
6–7	74.2	14.1	11.5	0.2	100.0	5,499	25.6
8–11	53.3	18.1	28.4	0.1	100.0	10,228	46.5
12–16	29.9	14.6	55.3	0.1	100.0	10,027	69.9
Education							
No Schooling	91.4	3.9	4.1	0.6	100.0	7,191	8.0
Pre-primary	68.4	21.3	10.3	0.0	100.0	1,951	31.6
Primary	46.9	22.1	31.0	0.0	100.0	14,475	53.1
Secondary and Higher	6.3	10.0	83.6	0.0	100.0	5,095	93.7
Residence							
Urban	29.6	17.9	52.5	0.0	100.0	8,709	70.4
Rural	62.2	14.3	23.3	0.2	100.0	20,035	37.6
Region							
North Central	56.9	17.1	25.7	0.3	100.0	4,395	42.8
North East	81.9	9.4	8.7	0.0	100.0	4,580	18.1
North West	67.8	15.5	16.4	0.4	100.0	8,108	31.9
South East	33.8	16.4	49.7	0.1	100.0	2,893	66.1
South South	31.6	17.9	50.4	0.1	100.0	3,869	68.4
South West	22.3	16.5	61.1	0.0	100.0	4,899	77.7
Economic status quintile							
Lowest	81.5	10.0	8.1	0.5	100.0	6,272	18.1
Second	67.1	15.3	17.4	0.2	100.0	6,145	32.7
Middle	51.5	17.0	31.4	0.1	100.0	5,998	48.5
Fourth	34.6	19.2	46.1	0.1	100.0	5,414	65.3
Highest	17.1	15.9	66.9	0.0	100.0	4,906	82.8
Total	52.3	15.4	32.1	0.2	100.0	28,744	47.5

Table 4.5.2 Literacy among female children

Percent distribution of female children age 5–16 by level of literacy and percent literate, according to the background characteristics, 2010 NEDS

Background Characteristic	Cannot read at all	Can read part of sentence	Can read whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
5	83.8	10.6	5.4	0.2	100.0	2,755	16.0
6–7	73.3	14.8	11.8	0.2	100.0	5,308	26.6
8–11	54.9	16.6	28.3	0.2	100.0	9,935	44.9
12–16	33.8	11.7	54.2	0.2	100.0	8,991	66.0
Education							
No Schooling	92.4	3.5	3.6	0.5	100.0	8,281	7.1
Pre-primary	67.5	21.6	10.8	0.1	100.0	1,741	32.4
Primary	45.6	22.2	32.2	0.0	100.0	12,367	54.3
Secondary and Higher	4.7	8.1	87.2	0.0	100.0	4,583	95.3
Residence							
Urban	30.5	16.8	52.6	0.1	100.0	8,390	69.4
Rural	65.3	12.7	21.8	0.2	100.0	18,600	34.5
Region							
North Central	59.6	15.8	24.3	0.3	100.0	3,880	40.0
North East	84.5	8.5	7.0	0.1	100.0	4,226	15.4
North West	75.7	12.4	11.6	0.4	100.0	7,940	24.0
South East	30.3	16.4	53.2	0.1	100.0	2,757	69.6
South South	29.5	18.5	52.0	0.1	100.0	3,467	70.4
South West	20.0	15.6	64.4	0.0	100.0	4,720	79.9
Economic status quintile							
Lowest	86.6	7.0	5.9	0.4	100.0	5,717	13.0
Second	72.8	12.8	14.1	0.3	100.0	5,834	26.9
Middle	53.5	16.4	30.0	0.1	100.0	5,435	46.4
Fourth	34.9	18.3	46.7	0.1	100.0	5,069	65.0
Highest	16.4	16.4	67.1	0.0	100.0	4,921	83.5
Total	54.5	14.0	31.3	0.2	100.0	26,989	45.4

Children in urban areas are twice as likely as children in rural areas to be literate (63 percent versus 31percent). The highest basic literacy rates for children age 5–16 is found in the South West (72 percent) while the lowest level of literacy is in the North East (14 percent). The higher the economic status of the child's household, the higher the literacy rate: 76 percent of the most economically advantaged children can read some or all of a sentence, compared with only 13 percent of the least economically advantaged children (Table 4.5.3).

Male children are somewhat more likely than female children to be literate (Tables 4.5.1 and 4.5.2, 48 percent versus 45 percent). As shown in Figure 4.5, the highest rate of literacy for male and female children is found in the South West (71 percent and 73 percent, respectively), whereas the male and female lowest rate of literacy is found in the North East (15 percent and 13 percent, respectively).

Table 4.5.3 Literacy among children by background characteristic

Percent distribution of all children age 5–16 by level of literacy and percent literate, according to the background characteristics, 2010 NEDS

Background Characteristic	Cannot read at all	Can read part of sentence	Can read whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
5	83.7	10.7	5.3	0.2	100.0	5,745	16.0
6–7	73.7	14.4	11.6	0.2	100.0	10,806	26.1
8–11	54.1	17.3	28.4	0.2	100.0	20,163	45.7
12–16	31.8	13.3	54.8	0.2	100.0	19,019	68.0
Education							
No Schooling	91.9	3.7	3.8	0.6	100.0	15,472	7.5
Pre-primary	68.0	21.4	10.5	0.0	100.0	3,692	32.0
Primary	46.3	22.1	31.5	0.0	100.0	26,841	53.6
Secondary and Higher	5.5	9.1	85.3	0.0	100.0	9,678	94.4
Residence							
Urban	30.0	17.4	52.5	0.1	100.0	17,099	69.9
Rural	63.7	13.5	22.6	0.2	100.0	38,635	36.1
Region							
North Central	58.2	16.5	25.0	0.3	100.0	8,274	41.5
North East	83.1	9.0	7.9	0.0	100.0	8,806	16.8
North West	71.7	13.9	14.0	0.4	100.0	16,049	28.0
South East	32.1	16.4	51.4	0.1	100.0	5,651	67.8
South South	30.6	18.2	51.2	0.1	100.0	7,336	69.3
South West	21.2	16.1	62.7	0.0	100.0	9,618	78.8
Economic status quintile*							
Lowest	83.9	8.6	7.1	0.4	100.0	11,989	15.6
Second	69.9	14.1	15.8	0.2	100.0	11,979	29.9
Middle	52.4	16.7	30.8	0.1	100.0	11,433	47.5
Fourth	34.7	18.8	46.4	0.1	100.0	10,483	65.2
Highest	16.8	16.2	67.0	0.0	100.0	9,827	83.2
Total	53.3	14.7	31.8	0.2	100.0	55,734	46.5

*Values for this variable arrived at through imputation. The number of units (children) may not add up to the total value.

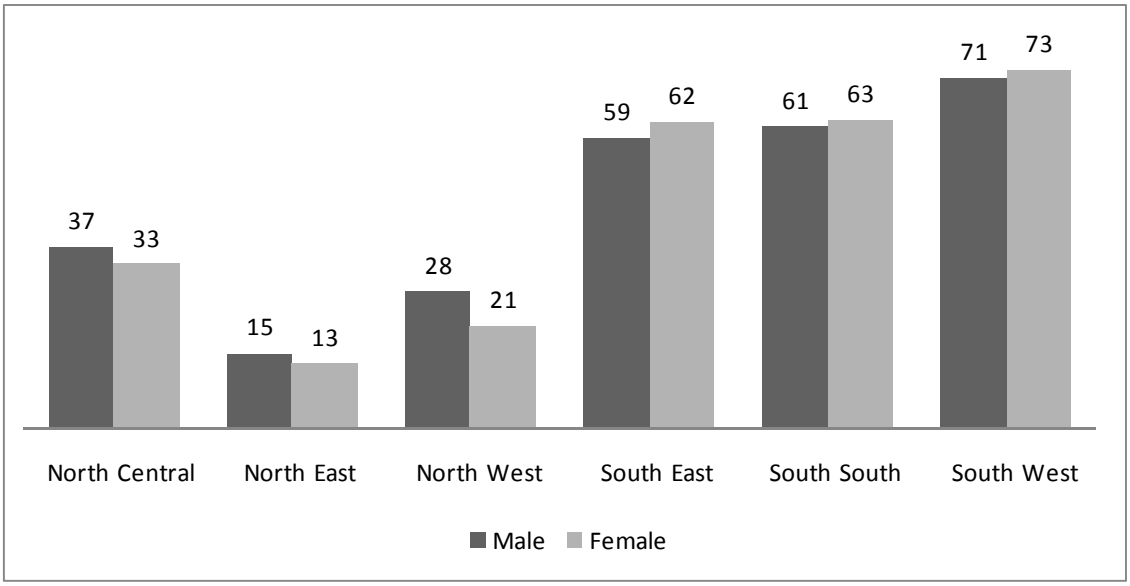
Table 4.5.4 Literacy among children by UBE specifications[13]

Percent distribution of children age 5–16 by level of literacy and percent literate by UBE schooling age specification, 2010 NEDS

Background Characteristic	Cannot read at all	Can read part of sentence	Can read whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
5	83.7	10.7	5.3	0.2	100.0	5,745	16.0
6–11	61.0	16.3	22.5	0.2	100.0	30,970	38.8
12–14	35.1	14.5	50.2	0.2	100.0	12,556	64.7
15–16	25.3	10.8	63.7	0.3	100.0	6,462	74.5

There is a substantial increase in children's literacy from 28 percent in 2004 to 46 percent in 2010. This change is reflected more in urban areas (from 45 percent to 63 percent) than in rural areas (from 19 percent to 31 percent). The increase for females was from 26 percent to 45 percent and for males from 30 percent to 48 percent. Compared with the 2004 NDES, regional literacy improvements are more remarkable in the South West, with an increased proportion from 55 percent to 72 percent, than in the North East, with an increased proportion from13 percent to 14 percent.

Figure 4.5 Literacy among Children Age 5–16, by Sex and Region



Numeracy

A higher percentage of children age 5–16 exhibit rudimentary numeracy skills than literacy skills: 58 percent can perform simple addition, compared with 41 percent who are literate (see Tables 4.6.3 and 4.5.3, respectively). Twenty-three percent of children age 5 have numeracy skills, whereas that of 12–16 age group is 77 percent. As expected, numeracy skills improve by schooling level: 14 percent for children with no schooling, 48 percent with pre-primary, 71 percent with primary, and 97 percent with secondary.

[13] Table 4.5.4 is included to show literacy rates by age categories that align with UBE standards. These results are not discussed in the report.

Table 4.6.1 Numeracy among male children

Percent distribution of male children age 5–16 by numeracy, according to background characteristics, 2010 NEDS

Background Characteristic	Did not correctly sum numbers/ no answer given	Correctly summed number	Total	Number of children
Age				
5	77.5	22.5	100.0	3,397
6–7	61.6	38.4	100.0	6,122
8–11	36.9	63.1	100.0	11,473
12–16	20.6	79.4	100.0	11,752
Education				
No Schooling	84.9	15.1	100.0	8,988
Pre-primary	53.4	46.6	100.0	2,193
Primary	28.8	71.2	100.0	15,779
Secondary and Higher	3.0	97.0	100.0	5,724
Residence				
Urban	22.1	77.9	100.0	9,604
Rural	48.0	52.0	100.0	23,140
Region				
North Central	40.6	59.4	100.0	5,114
North East	70.8	29.2	100.0	5,382
North West	56.3	43.7	100.0	9,276
South East	21.6	78.4	100.0	3,245
South South	18.6	81.4	100.0	4,328
South West	12.1	87.9	100.0	5,398
Economic status quintile*				
Lowest	71.0	29.0	100.0	7,456
Second	52.1	47.9	100.0	7,107
Middle	34.4	65.6	100.0	6,852
Fourth	22.5	77.5	100.0	5,955
Highest	11.9	88.1	100.0	5,362
Total	40.2	59.8	100.0	32,744

*Values for this variable arrived at through imputation. The number of units (children) may not add up to the total value.

Table 4.6.2 Numeracy among female children

Percent distribution of female children aged 5–16 by numeracy, according to background characteristics, 2010 NEDS

Background Characteristic	Did not correctly sum numbers/ no answer given	Correctly summed number	Total	Number of children
Age				
5	75.9	24.1	100.0	3,199
6–7	60.5	39.5	100.0	5,917
8–11	41.8	58.2	100.0	11,018
12–16	25.8	74.2	100.0	10,695
Education				
No Schooling	86.2	13.8	100.0	10,133
Pre-primary	49.7	50.3	100.0	1,987
Primary	28.9	71.1	100.0	13,491
Secondary and Higher	2.7	97.3	100.0	5,174
Residence				
Urban	22.7	77.3	100.0	9,280
Rural	53.1	46.9	100.0	21,549
Region				
North Central	43.5	56.5	100.0	4,669
North East	75.4	24.6	100.0	4,915
North West	65.1	34.9	100.0	9,070
South East	20.7	79.3	100.0	3,084
South South	19.0	81.0	100.0	3,902
South West	10.4	89.6	100.0	5,188
Economic status quintile*				
Lowest	77.9	22.1	100.0	6,763
Second	59.0	41.0	100.0	6,746
Middle	38.1	61.9	100.0	6,276
Fourth	23.9	76.1	100.0	5,615
Highest	11.8	88.2	100.0	5,402
Total	43.7	56.3	100.0	30,829

*Values for this variable arrived at through imputation. The number of units (children) may not add up to the total value.

Children in urban areas are far more likely than children in rural areas to have basic numeracy skills (Table 4.6.3, 78 percent versus 50 percent), as is the case with literacy (Table 4.5.3, 63 percent versus 31 percent). The highest percentages of children able to calculate the correct sum are found in the South West (89 percent). The lowest rates of numeracy are found in the North East (27 percent). The percentage of children able to calculate sums correctly increases with household economic status: 26 percent of the

least advantaged children answered correctly, compared with 88 percent of the most advantaged children and the same trend occurs with literacy.

Table 4.6.3 Numeracy among children

Percent distribution of male and female children age 5–16 by numeracy, according to background characteristics, 2010 NEDS

Background Characteristic	Did not correctly sum numbers/ no answer given	Correctly summed number	Total	Number of children
Age				
5	76.7	23.3	100.0	6,596
6–7	61.0	39.0	100.0	12,039
8–11	39.3	60.7	100.0	22,491
12–16	23.1	76.9	100.0	22,447
Education				
No Schooling	85.6	14.4	100.0	19,121
Pre-primary	51.6	48.4	100.0	4,181
Primary	28.9	71.1	100.0	29,271
Secondary and Higher	2.9	97.1	100.0	10,898
Residence				
Urban	22.4	77.6	100.0	18,884
Rural	50.5	49.5	100.0	44,689
Region				
North Central	42.0	58.0	100.0	9,784
North East	73.0	27.0	100.0	10,297
North West	60.6	39.4	100.0	18,346
South East	21.2	78.8	100.0	6,330
South South	18.8	81.2	100.0	8,230
South West	11.3	88.7	100.0	10,587
Economic status quintile*				
Lowest	74.3	25.7	100.0	14,219
Second	55.4	44.6	100.0	13,854
Middle	36.2	63.8	100.0	13,128
Fourth	23.1	76.9	100.0	11,570
Highest	11.8	88.2	100.0	10,763
Total	41.9	58.1	100.0	63,573

*Values for this variable arrived at through imputation. The number of units (children) may not add up to the total value.

Table 4.6.4 Numeracy among children by UBE age range

Percent distribution of male and female children age 5–16 by numeracy by UBE schooling age specification, according to background characteristics, NEDS,2010

Background Characteristic	correctly sum numbers/ no answer	Correctly summed number	Total	Number of children
Age				
5	76.7	23.3	100.0	6,596
6–11	46.9	53.1	100.0	34,530
12–14	25.5	74.5	100.0	14,499
15–16	18.4	81.6	100.0	7,948
Education				
No Schooling	85.6	14.4	100.0	19,121
Pre-primary	51.6	48.4	100.0	4,181
Primary	28.9	71.1	100.0	29,271
Secondary and	2.9	97.1	100.0	10,898
Residence				
Urban	22.4	77.6	100.0	18,884
Rural	50.5	49.5	100.0	44,689
Region				
North Central	42.0	58.0	100.0	9,784
North East	73.0	27.0	100.0	10,297
North West	60.6	39.4	100.0	18,346
South East	21.2	78.8	100.0	6,330
South South	18.8	81.2	100.0	8,230
South West	11.3	88.7	100.0	10,587
Economic status quintile*				
Lowest	74.3	25.7	100.0	14,219
Second	55.4	44.6	100.0	13,854
Middle	36.2	63.8	100.0	13,128
Fourth	23.1	76.9	100.0	11,570
Highest	11.8	88.2	100.0	10,763
Total	41.9	58.1	100.0	63,573

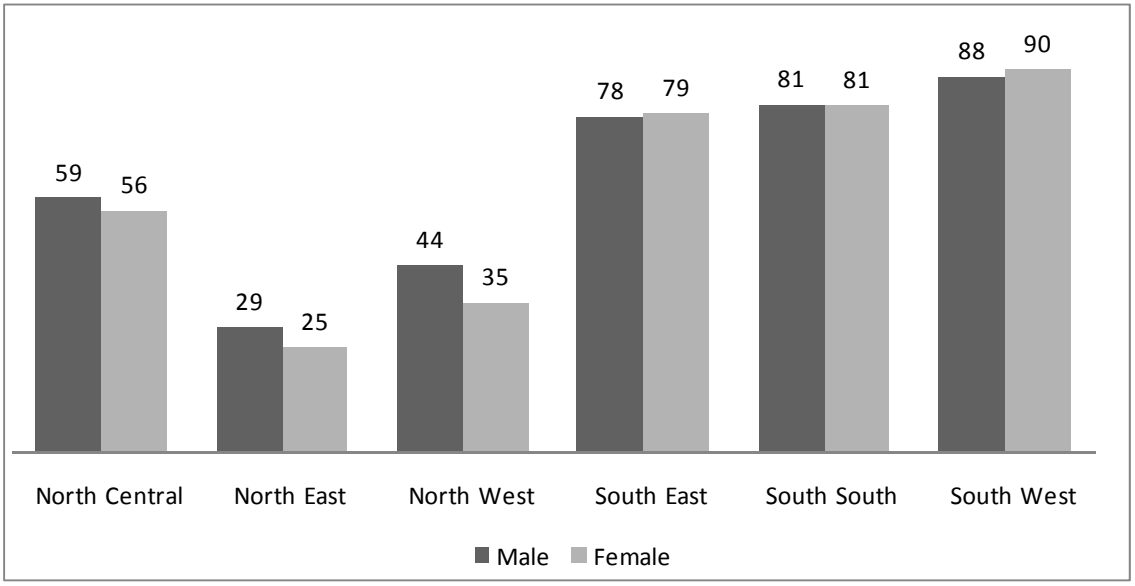
* Values for this variable arrived at through imputation. The number of units (children) may not add up to the total value.

Male children are slightly more likely than female children to be numerate (60 percent [Table 4.6.1] versus 56 percent [Table 4.6.2], respectively). As shown in Figure 4.6, female and male children are most likely to be numerate in the South West (90 and 88 percent, respectively) and least likely to be numerate in the North East (25 and 29 percent, respectively).

Also as with literacy, there are substantial variations across geo-political zones, gender, and residence (urban–rural). Comparisons with 2004 show improvements in numeracy overall (58 percent in 2010 compared with 45 percent in 2004), by residence with rural areas (50 percent in 2010 compared with 37 percent in 2004), and by urban areas (78 percent in 2010 compared with 63 percent in 2004). By gender distribution, there is an increase in both males and females 60 percent and 56 percent in 2010, compared with (8 percent and 43 percent in 2004, respectively.

Table 4.6.4 is included to show numeracy rates by levels of schooling and age categories that conform to UBE standards. These results are not discussed in the text.

Figure 4.6 Numeracy among Children Age 4–16, by Sex and Region



5. SCHOOL ATTENDANCE RATES

This chapter presents information on school attendance ratios for primary and secondary school pupils. The chapter also presents drop-out and repetition rates in the primary school class.

The 2010 NEDS survey collected information about school attendance in the 2009–2010 school year among children age 4–16. This information is used below to calculate the net and gross attendance ratios (NAR and GAR, respectively), and the repetition and drop-out rates (see Section 5.5). The 2008 NDHS survey and the 2010 NEDS approach to measuring children's participation in schooling differs both methodologically and substantively from those generally used by ministries of education and internationally in education statistics. The FMOE in Nigeria collects data from school enrollment records and uses population estimates to produce figures on children's school enrollment rates. The 2008 NDHS survey and the 2010 NEDS, on the other hand, measure children's participation in schooling using data on school attendance collected from a representative sample of households. Attendance ratios indicate the percentage of children who attend school, based on responses to questions about whether children attended formal academic school at any time during the given school year. The formula for NAR and GAR is often represented for primary school as:

$$\text{NAR} = \frac{\text{all children age 6–11 in primary school}}{\text{all children age 6–11 in the population}}$$

$$\text{GAR} = \frac{\text{all children age 5–16 in primary school}}{\text{all children age 5–16 in the population}}$$

The NAR indicates participation in schooling among those of official school age, which is age 3–5 for nursery or kindergarten (early childhood education or pre-primary school), age 6–11 for primary, 12–14 for junior secondary, and 6–14 for universal basic education. GAR indicates school attendance among children of any age, from age 5 to 16, and is expressed as a percentage of the school-age population for that level of schooling, although technically, the GAR is not a percentage. The GAR is nearly always higher than the NAR for the same level, because the GAR includes participation by children who are older or younger than the official age range for that level. An NAR of 100 percent would indicate that all of the children in the official age range for the level attend the respective school. The GAR can exceed 100 if there is sizeable over-age or under-age participation at that level of schooling.

The gender parity index (GPI) measures sex-related differences in school attendance rates: it is calculated by dividing the gross attendance ratio for females by the gross attendance ratio for males. If the primary school GAR for females and males were the same, say 86, then the GPI would be 86/86, or 1, showing parity or equality between the rates of participation among female and male children. However, if males participate at a higher rate than do females, the GPI would be below 1. The closer the GPI is to 0, the greater the gender disparity in favor of males. A GPI greater than 1 indicates a gender disparity in favor of females, meaning that a higher proportion of females than males attend that level of schooling.

In this chapter, it was decided to base all the attendance ratios on the 2008 NDHS to facilitate comparisons with the approach in the 2004 NDES final report. Also, readers should note that Table 5.3 is not included in this report because the relevant data are not available from the 2008 NDHS.

5.1 Primary School Attendance Ratios

The primary school NAR and GAR for 2009–2010 school year and the GPI by household background characteristics such as residence, zones, parent's educational attainment, and economic status quintile is

presented in Table 5.1. Sixty-one percent of primary school-age children (age 6–11) attend primary school. Males are more likely than females to attend primary school (64 percent versus 58 percent, respectively). In addition, there is a sizeable urban–rural difference in the net attendance ratio: 74 percent of children in urban areas attend primary school, compared with 55 percent in rural areas.

Table 5.1 Primary school net and gross attendance ratios

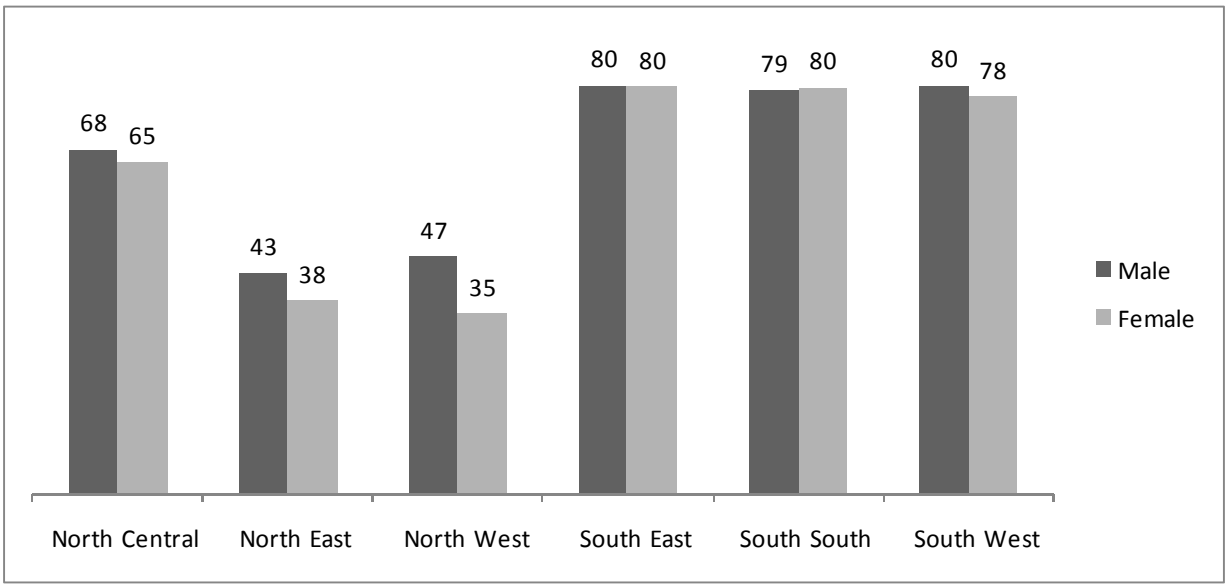
Primary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5–24, by sex, according to background characteristics, 2008 NDHS

	Net Attendance Ratio (NAR)			Gross Attendance Ratio (GAR)			Gender Parity
Background Characteristics	Male	Female	Total	Male	Female	Total	Index
Residence							
Urban	75.7	73.0	74.4	101.4	96.7	99.0	0.95
Rural	58.5	52.2	55.4	85.0	73.6	79.3	0.87
Region							
North Central	67.7	65.2	66.4	99.5	92.8	96.1	0.93
North East	43.5	38.0	40.8	64.7	53.3	59.0	0.82
North West	46.7	35.5	41.0	68.2	48.9	58.5	0.72
South East	80.3	80.0	80.1	112.5	112.1	112.3	1.00
South South	79.3	79.9	79.6	110.7	111.7	111.2	1.01
South West	80.2	78.0	79.1	105.4	101.9	103.6	0.97
Economic status quintile							
Lowest	34.0	26.7	30.5	52.7	40.1	46.4	0.76
Second	55.4	47.5	51.4	83.8	68.6	76.2	0.82
Middle	73.9	68.1	71.1	106.6	97.1	101.8	0.91
Fourth	79.9	76.3	78.1	109.2	103.1	106.1	0.94
Highest	82.1	81.0	81.6	103.5	101.9	102.7	0.98
Total	63.5	58.4	61.0	89.8	80.5	85.1	0.90

In Nigeria, a sizeable proportion of primary school pupils falls outside the official age range for primary schooling: although the primary school NAR is 61 percent, the GAR is 85, indicating that for every 61 pupils age 6–11, there are 24 pupils who are either younger than age 6 or older than age 11. As is the case with the NAR, the male GAR (90) exceeds the female GAR (81), yielding a gender parity index of 0.90. The GPI of 0.90 indicates school attendance favors males.

Zonal differences in both net and gross attendance ratios are substantial. The primary schools' NAR in the southern zones are much higher than those in the northern zones of North West and North East (41 percent) and the NAR in the North Central zone (66 percent). A similar pattern exists for primary school attendance among children, with the highest GARs in the southern zones and in the North Central zone (Table 5.1 and Figure 5.1).

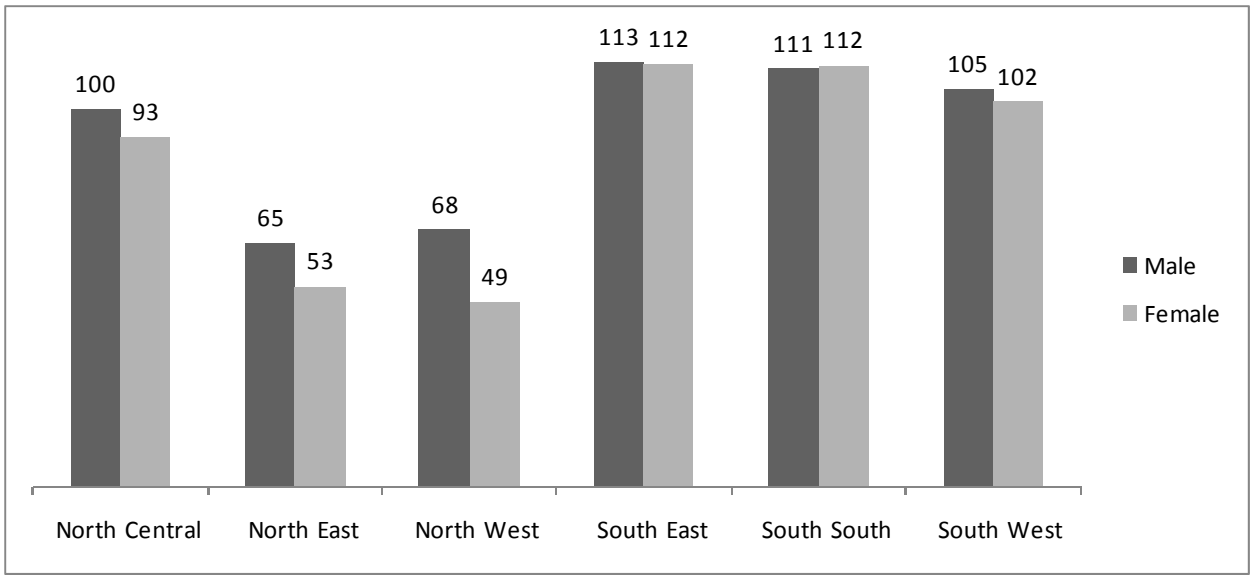
Figure 5.1 Primary Net Attendance Ratio, by Region and Sex



2008 NDHS

Within the zones, there are also differences in GAR by sex (Figure 5.2). The GPI favors males in all the zones except South East and South South, which have nearly equal parity. The GPI for the northern zones are lower (North West 0.72, North East 0.82, and North Central 0.93) than those for the southern zones (South West 0.97, South East 1.00, and South South, 1.01). In essence, school attendance in the northern zones tilts more in favor of males over females, but favors females in the southern zones.

Figure 5.2 Primary Gross Attendance Ratio, by Region and Sex

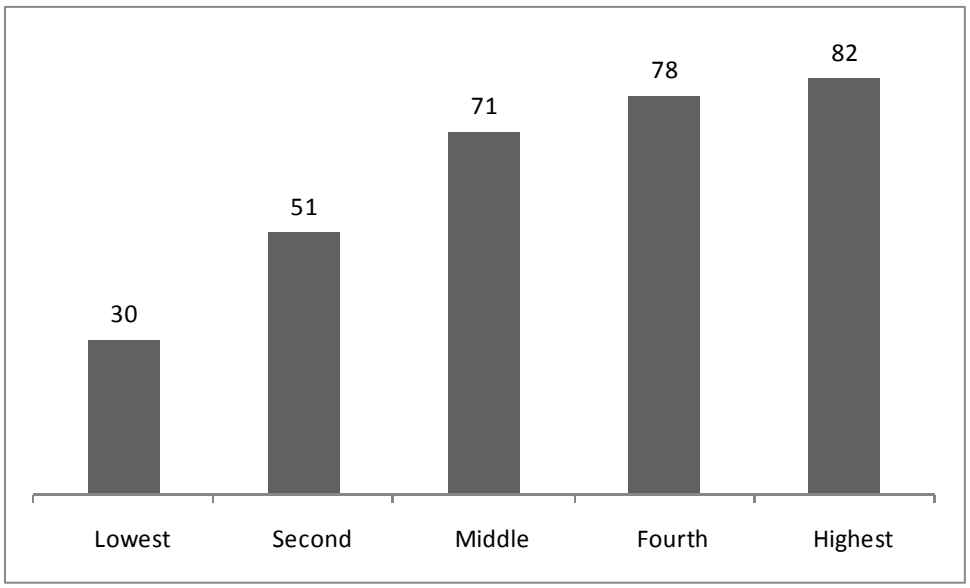


2008 NDHS

At the primary level, there are similarities in NAR and GAR by economic status. Among children age 5–24 in the highest quintile, 82 percent attend primary school, compared with 31 percent in the lowest quintile (Table 5.1 and Figure 5.4). This means children from the most advantaged households are more than twice as likely as those from the least advantaged households to attend primary school. The GAR follows a similar pattern: with a GAR of 106 in the fourth quintile, indicating sizeable over-age or under-

age participation at that level, and a GAR of 46 in the poorest quintile. Gender disparities in favor of boys in the GAR tend to decrease with higher quintiles. For instance, the GPI in the lowest quintile is 0.76, while it is 0.98 in the highest quintile.

Figure 5.4 Primary Net Attendance Ratio, by Economic Status Quintile



Economic Status Quintile, 2008 NDHS

Comparing 2004 with 2010 data, there are no notable differences in overall NARs and GARs and for both males and females. However, for both survey years, the NAR is always higher in urban than rural areas. The North East and North West have lower NARs in both surveys.

5.2 Secondary School Attendance Ratios

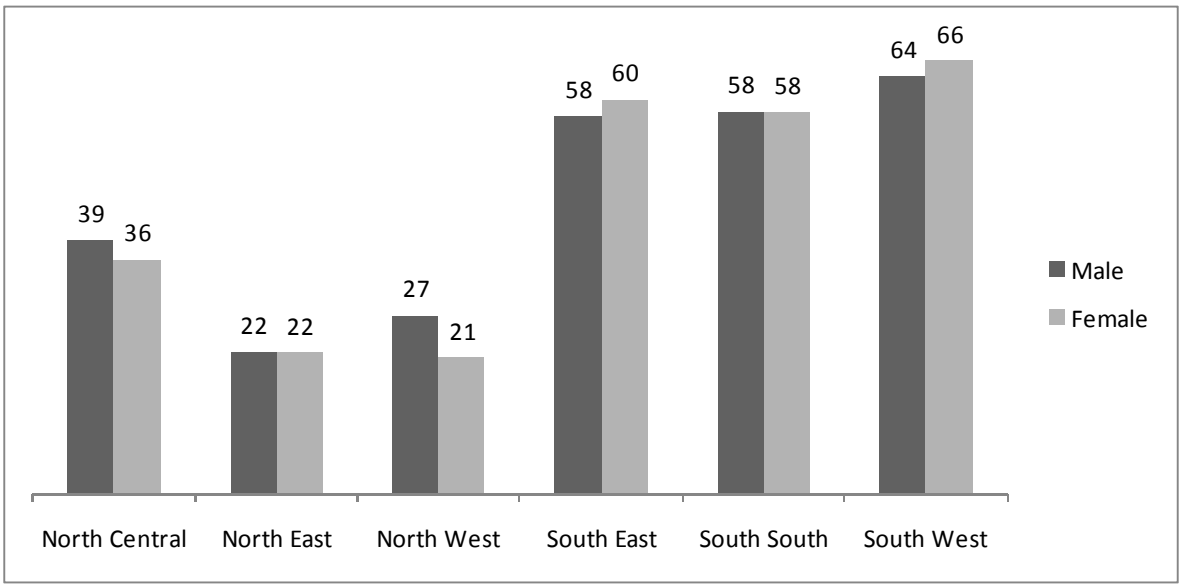
At the secondary level, a far lower proportion of school-age children attend school than at the primary level. Forty-four percent of children age 12–17 attend secondary school in Nigeria (Table 5.2). There is no difference by gender (NAR of 44 percent). However, the percentage of children attending secondary school in urban areas is about twice as much as that for children in rural areas: 60 percent of children in urban areas attend secondary school, compared with 36 percent of those in rural areas.

A sizeable proportion of students falls outside the official age range for secondary schooling: the secondary NAR is 44 percent and the GAR is 65, indicating that for every 44 students age 12–17, there are 21 students who are either younger than age 12 or older than age 17. Among children up to the age of 24, there is a no notable gender gap in junior secondary school attendance, with a male GAR of 68 and a female GAR of 63, producing a GPI of 0.93.

Regional differences in both net and gross attendance ratios are substantial. The secondary school NAR in the South West (65 percent) is about three times higher than the NAR in the North East (22 percent). About half (1 in 2) of the children age 12–17 in the southern zones attend secondary school, whereas about 1 in 4 children of the same age group in the North East and North West zones attend secondary school.

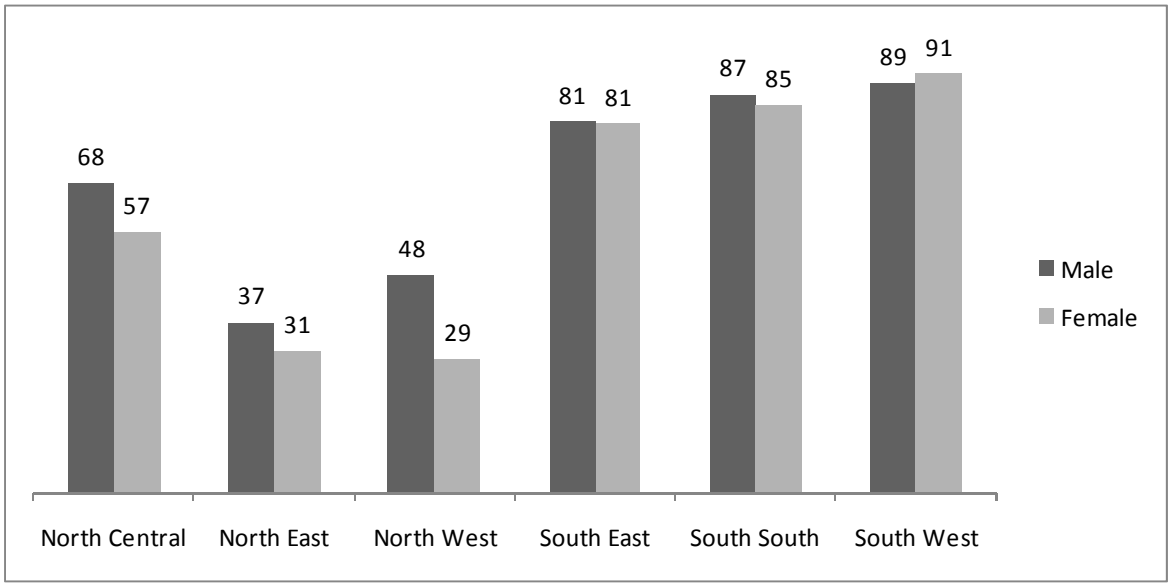
Gender differences for NAR and GAR are noteworthy and are presented in Figures 5.5 and 5.6, respectively.

Figure 5.5 Secondary Net Attendance Ratio, by Region and Sex



Nigeria DHS 2008

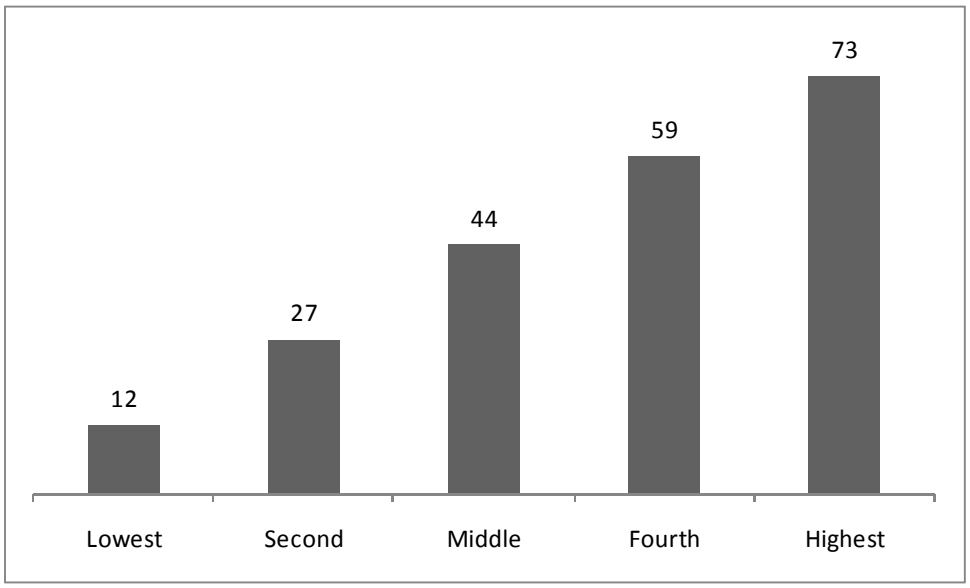
Figure 5.6 Secondary Gross Attendance Ratio, by Region and Sex



Nigeria DHS 2008

Attendance of secondary school is also directly related to socio-economic status of households (Figure 5.7). Children age 12–17 in households in the highest quintile are five times more likely to attend secondary school than their counterparts in the lowest quintile. The GAR follows the same pattern as the NAR.

Figure 5.7 Junior Secondary Net Attendance Ratio, by Economic Status Quintile



Economic Status Quintile, 2008 NDHS

Table 5.2 Secondary school attendance ratios

Secondary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5–24, by sex, according to background characteristics, 2008 NDHS

	Net Attendance Ratio (NAR)			Gross Attendance Ratio			Gender Parity
Background Characteristics	Male	Female	Total	Male	Female	Total	Index
Residence							
Urban	60.5	60.1	60.3	87.8	82.0	84.9	0.93
Rural	36.2	35.8	36.0	58.0	52.4	55.2	0.90
Region							
North Central	38.8	36.0	37.4	67.6	57.0	62.3	0.84
North East	21.8	21.7	21.8	37.3	31.1	34.2	0.83
North West	27.4	20.9	24.4	47.7	29.4	38.5	0.62
South East	57.8	60.2	59.0	81.0	80.5	80.8	0.99
South South	58.5	58.4	58.4	87.0	84.7	85.9	0.97
South West	63.8	66.1	65.0	89.4	91.4	90.4	1.02
Economic status quintile							
Lowest	14.0	10.0	12.2	25.1	16.1	20.6	0.64
Second	29.0	25.0	27.2	48.6	36.7	42.6	0.76
Middle	43.4	43.7	43.6	72.3	63.4	67.9	0.88
Fourth	58.9	59.0	58.9	91.6	83.2	87.4	0.91
Highest	73.4	72.3	72.8	97.4	99.1	98.2	1.02
Total	44.0	44.2	44.1	67.6	62.6	65.1	0.93

5.3 Over-age, Under-age, and On-time Pupils

Pupils are considered to be over-age if they are two or more years older, and under-age if they are one or more years younger, than the official age for their class. Pupils are considered to be on-time if they are the official age or one year older than the official age for their class. As the official age of entry into primary 1 is age 6, a primary 1 pupil who is age 6 or 7 years is considered to be on-time; a pupil age 8 or older is over-age, and a pupil age 5 or younger is under-age. These indicators—under-age, on-time, or over-age_ for class—differ from the percentage of primary school pupils outside the primary school age range (see discussion in Sections 5.1 and 5.2) in that the proportion of pupils over-age, on-time, and under-age is calculated for each primary school class, rather than for primary school overall.

Having under-age and over-age pupils in class may affect pupil learning, as well as on persistence in school. For example, in a class with pupils ranging in age from 5 to 15, teachers may have difficulty managing the learning environment, as younger and older pupils are at different stages of physical, social, and intellectual development. In addition, some research suggests that over-age children—especially girls—may be more susceptible to drop out before completing primary school. Finally, in systems where school structures are limited, the presence of under-age children may displace over-age children, who are likely to have a smaller window of opportunity for schooling, before assuming adult productive and reproductive roles.

Some children start school late; others may repeat primary school classes or temporarily drop out of school, falling behind their peers. Over-age learners among primary school pupils is a rampant issue in Nigeria, with 37 percent of primary school pupils (Table 5.3) being over-age for the class they attend. Forty-three percent are on-time or are at the appropriate age for the class, and smaller proportions (20 percent) are under-age. The prevalence of over-age pupils increases through the classes, rising from 29 percent in primary one to 43 percent in primary six. This represents a decline when compared with the 2004 NDES result, where 49 percent of primary school pupils were reported as being-over age for the class they attend, 34 percent in primary one, and 58 percent in primary six.

Table 5.3 Over-age, under-age, and on-time pupils

Percentage distribution of over-age, under-age, and on-time de jure pupils in primary school, by primary class and sex, NEDS, 2010

Primary class	Over-age	On-time	Under-age	Total	Number of children
			MALE		
1	30.5	51.8	17.7	100.0	1,998
2	32.6	46.7	20.7	100.0	2,516
3	41.6	40.2	18.2	100.0	2,227
4	41.7	38.1	20.2	100.0	1,769
5	47.2	36.4	16.3	100.0	1,487
6	44.8	36.3	18.9	100.0	1,553
Total	38.9	42.3	18.8	100.0	11,550
			FEMALE		
1	26.9	52.4	20.7	100.0	1,690
2	27.9	49.8	22.3	100.0	2,152
3	38.2	43.5	18.3	100.0	1,961
4	34.8	44.0	21.2	100.0	1,574
5	44.8	33.8	21.4	100.0	1,370
6	40.3	38.0	21.6	100.0	1,253
Total	34.7	44.4	20.9	100.0	10,000
			TOTAL		
1	28.9	52.1	19.1	100.0	3,689
2	30.5	48.1	21.4	100.0	4,670
3	40.0	41.8	18.2	100.0	4,187
4	38.4	40.9	20.7	100.0	3,343
5	46.1	35.2	18.8	100.0	2,857
6	42.8	37.1	20.1	100.0	2,807
Total	37.0	43.3	19.8	100.0	29,966

5.4 Age-specific Schooling Status

Many male children of secondary school age still attend primary school; for example, 30 percent of 14-year-old male children attend primary school, whereas only 48 percent attend secondary school (Table 5.4.1). Three times the percentage of male children age 5–16 in urban areas never attended school in rural areas (9 percent versus 29 percent). There is no marked difference between the percentages of urban and rural residents that are in primary school, 43 percent and 41 percent, respectively. Among the regions (zones), the South East, South South, and South West have the lowest percentages of male children age 5–16 who have never attended school (3 percent to 6 percent), whereas the North East and North West have the highest (49 percent and 41 percent), respectively.

There is a striking difference in the age-specific schooling status by socio-economic status of households. More than half of the males age 5–16 in the lowest economic quintile have never attended school, compared with 2 percent of those in the highest quintile.

Table 5.4.1 Age-specific schooling among male children age 5–24

Percent distribution of de jure male children aged 5–24 by schooling status, according to background characteristics, 2008 NDHS

Background Characteristics	Schooling Status: Never attended	Dropped out/Left school 2+ years ago	Pre-primary	Primary	Secondary or higher	Missing	Total	Number of children
Age								
5	46.1	0.8	23.0	24.9	0.0	5.2	100.0	2,151
6	36.9	1.1	12.3	45.7	0.2	3.8	100.0	2,549
7	30.7	1.2	6.7	58.9	0.4	2.1	100.0	2,368
8	25.0	0.8	3.2	68.3	0.8	2.0	100.0	2,518
9	18.8	0.8	2.2	75.1	1.9	1.2	100.0	1,773
10	22.7	1.3	0.8	69.1	5.0	1.1	100.0	2,384
11	13.4	2.1	0.8	71.5	11.1	1.0	100.0	1,342
12	17.0	2.8	0.1	55.5	23.4	1.2	100.0	2,056
13	16.6	3.4	0.1	44.1	34.7	1.2	100.0	1,562
14	14.7	5.6	0.1	29.9	48.2	1.5	100.0	1,640
15	20.4	6.5	0.0	15.2	56.2	1.8	100.0	1,326
16	14.8	8.5	0.0	11.5	64.5	0.8	100.0	970
17	16.9	11.1	0.0	8.7	61.5	1.8	100.0	866
18	15.7	18.8	0.0	7.0	56.0	2.5	100.0	1,080
19	7.9	28.6	0.0	3.2	56.6	3.6	100.0	595
20	19.4	32.9	0.0	3.6	38.3	5.8	100.0	1,094
21	7.6	43.9	0.0	1.9	39.1	7.5	100.0	435
22	12.6	45.5	0.0	0.3	34.4	7.3	100.0	527
23	9.9	47.0	0.0	0.9	29.9	12.3	100.0	407
24	9.2	51.1	0.0	1.2	26.2	12.3	100.0	338
Residence								
Urban	9.0	9.8	5.9	43.4	28.9	3.0	100.0	8,836
Rural	29.0	6.7	3.1	40.6	17.9	2.6	100.0	19,145
Region								
North Central	20.0	6.6	2.9	47.9	20.6	2.0	100.0	4,159
North East	48.5	5.2	0.9	31.4	11.5	2.5	100.0	4,002
North West	41.2	5.4	1.3	33.1	14.3	4.6	100.0	7,201
South East	3.2	11.7	8.2	47.7	28.2	1.1	100.0	3,120
South South	4.7	9.5	7.0	48.4	28.8	1.6	100.0	4,281
South West	5.9	9.9	6.0	46.4	29.2	2.6	100.0	5,216
Economic status quintile								
Lowest	56.9	5.1	1.1	26.8	7.2	2.9	100.0	5,651
Second	32.9	6.2	2.1	41.3	14.6	2.8	100.0	5,606
Middle	14.1	7.3	3.6	50.4	22.2	2.4	100.0	5,848
Fourth	5.9	9.1	6.4	46.5	29.3	2.8	100.0	5,795
Highest	2.4	11.1	7.0	42.3	34.6	2.6	100.0	5,062
Total	22.7	7.7	4.0	41.5	21.4	2.7	100.0	27,981

Age-specific schooling status among female children (Table 5.4.2) is consistent with those for male children. Many female children of secondary school age still attend primary; for example 24 percent of 14-year-old female children attend primary school, but only 50 percent attend secondary. The percentage of female children age 5–16 that never attended school is higher in rural areas than in urban areas (36 percent versus 12 percent, respectively). Among the regions, the South East, South South and South West have the lowest percentages of female age 5–16 who have never attended school (4 to 6 percent), whereas the North East and North West have the highest (57 percent). Sixty-six percent of female aged 5–16 in the lowest economic quintile have never attended school, compared with 2 percent of those in the highest quintile.

Table 5.4.2 Age-specific schooling among female children age 5–24

Percent distribution of de jure female children aged 5–24 by schooling status, according to background characteristics, 2008 NDHS

Background Characteristics	Schooling Status: Never attended	Dropped out/Left school 2+ years ago	Pre-primary	Primary	Secondary or higher	Missing	Total	Number of children
Age								
5	46.4	0.5	21.0	25.1	0.1	6.8	100.0	2,028
6	39.7	0.9	12.5	42.5	0.2	4.3	100.0	2,552
7	35.8	0.4	6.5	54.5	0.3	2.5	100.0	2,200
8	30.2	0.7	3.0	63.9	0.7	1.5	100.0	2,536
9	22.4	0.8	2.0	71.6	2.1	1.1	100.0	1,717
10	30.0	0.9	0.9	61.9	4.8	1.5	100.0	2,260
11	19.0	1.8	0.3	62.0	16.1	0.8	100.0	1,236
12	22.9	3.2	0.3	49.7	22.8	1.1	100.0	1,966
13	21.9	3.4	0.0	38.9	35.0	0.9	100.0	1,540
14	19.7	5.1	0.1	24.0	49.7	1.3	100.0	1,459
15	15.7	8.1	0.0	13.3	61.2	1.7	100.0	1,131
16	14.5	9.6	0.0	8.4	65.3	2.2	100.0	867
17	18.7	16.0	0.1	4.3	59.7	1.2	100.0	786
18	26.5	23.2	0.0	3.6	41.3	5.4	100.0	1,110
19	20.6	34.7	0.0	1.9	38.3	4.4	100.0	627
20	41.0	37.2	0.1	0.4	16.4	4.9	100.0	1,402
21	25.2	48.4	0.0	0.3	19.3	6.8	100.0	533
22	31.0	44.8	0.0	0.6	15.9	7.7	100.0	874
23	23.5	49.4	0.0	0.1	15.1	12.0	100.0	705
24	23.8	53.3	0.0	0.5	11.6	10.8	100.0	651
Residence								
Urban	11.9	13.2	5.0	40.0	26.6	3.3	100.0	8,998
Rural	36.4	9.2	3.0	33.7	14.5	3.3	100.0	19,182
Region								
North Central	25.4	9.6	3.0	43.5	15.9	2.5	100.0	4,144
North East	56.8	6.3	1.1	24.8	8.0	3.0	100.0	3,885
North West	56.8	5.4	1.0	24.1	7.3	5.3	100.0	7,346
South East	3.7	14.9	7.4	44.0	27.9	2.0	100.0	3,407
South South	4.1	15.5	6.5	43.9	27.6	2.4	100.0	4,124
South West	6.0	14.4	5.2	41.9	29.7	2.8	100.0	5,273
Economic status quintile								
Lowest	66.1	5.7	0.8	19.8	3.8	3.8	100.0	5,463
Second	44.3	8.4	1.9	32.5	9.4	3.5	100.0	5,837
Middle	20.9	10.3	4.0	43.2	18.2	3.3	100.0	5,722
Fourth	9.1	13.5	5.7	42.6	26.0	3.0	100.0	5,696
Highest	2.4	14.4	5.9	39.9	34.6	2.8	100.0	5,460
Total	28.6	10.5	3.7	35.7	18.3	3.3	100.0	28,180

A majority of the children age 5–16 (74 percent) attended school either in 2009–2010 or the previous school year (Table 5.4.3). Twenty-six percent of children age never attended school. The percentage of school-age children who have never attended school is highest from aged 5 to 10 years (ranging from 21 percent to 46 percent). Among children age 11–16, the percentage of children who have never attended school ranges from 15 percent to 20 percent.

Children are classified into two broad groups by schooling status: never attended school or dropped out of school. Many children of secondary school age still attend primary school; for example, 27 percent of 14-year-old children attend primary school, whereas 49 percent attend secondary school. The percentage of children that never attended school is higher in rural areas than in urban areas (33 percent versus 11 percent, respectively). Among the regions, the South East, South South, and South West have the lowest percent of children who have never attended school (from 4 percent to 6 percent), whereas the North East and North West have the highest (53 percent and 49 percent, respectively). More than half of children aged 5–16 in the lowest economic quintile never attended school (61 percent), compared with 2 percent of those in the highest economic quintile.

Comparing 2004 with 2010 data, the percentage of urban residents that never attended school has dropped from 17 percent to 11 percent, respectively. A slight decrease can be noticed in the percentages of children aged 14 who are still in primary school, from 33 percent in 2004 to 27 percent in 2010. Additionally, the percentage of children in secondary school has increased slightly from 45 percent in 2004 to 49 percent in 2010.

Table 5.4.3 Age-specific schooling among children age 5–16

Percent distribution of de jure male and female children aged 5–16 by schooling status, according to background characteristics, 2010 NEDS

	Schooling Status							
Background Characteristics	Never attended	Dropped out/Left school 2+ years ago	Pre-primary	Primary	Secondary or higher	Missing	Total	Number of children
Age								
5	46.2	0.7	22.0	25.0	0.1	6.0	100.0	4,179
6	38.3	1.0	12.4	44.1	0.2	4.0	100.0	5,102
7	33.2	0.8	6.6	56.8	0.4	2.3	100.0	4,568
8	27.6	0.7	3.1	66.1	0.8	1.7	100.0	5,053
9	20.5	0.8	2.1	73.4	2.0	1.2	100.0	3,490
10	26.2	1.1	0.9	65.6	4.9	1.3	100.0	4,645
11	16.1	2.0	0.6	66.9	13.5	0.9	100.0	2,578
12	19.9	3.0	0.2	52.7	23.1	1.1	100.0	4,022
13	19.2	3.4	0.0	41.5	34.9	1.0	100.0	3,103
14	17.1	5.3	0.1	27.1	48.9	1.4	100.0	3,098
15	18.2	7.2	0.0	14.3	58.5	1.8	100.0	2,457
16	14.6	9.0	0.0	10.0	64.9	1.4	100.0	1,837
17	17.8	13.4	0.0	6.6	60.6	1.5	100.0	1,652
18	21.2	21.0	0.0	5.3	48.6	4.0	100.0	2,190
19	14.4	31.7	0.0	2.6	47.2	4.0	100.0	1,221
20	31.5	35.3	0.1	1.8	26.0	5.3	100.0	2,496
21	17.3	46.4	0.0	1.0	28.2	7.2	100.0	968
22	24.1	45.1	0.0	0.5	22.9	7.6	100.0	1,401
23	18.5	48.5	0.0	0.4	20.5	12.1	100.0	1,112
24	18.8	52.6	0.0	0.7	16.6	11.3	100.0	990
Residence								
Urban	10.5	11.6	5.4	41.7	27.7	3.1	100.0	17,834
Rural	32.7	8.0	3.1	37.1	16.2	2.9	100.0	38,329
Region								
North Central	22.7	8.1	3.0	45.7	18.3	2.2	100.0	8,305
North East	52.6	5.7	1.0	28.2	9.8	2.7	100.0	7,888
North West	49.1	5.4	1.2	28.6	10.8	5.0	100.0	14,547
South East	3.5	13.4	7.7	45.8	28.0	1.6	100.0	6,528
South South	4.4	12.4	6.8	46.2	28.2	2.0	100.0	8,405
South West	5.9	12.2	5.6	44.1	29.4	2.7	100.0	10,490
Economic status quintile								
Lowest	61.4	5.4	1.0	23.3	5.5	3.3	100.0	11,114
Second	38.7	7.3	2.0	36.9	12.0	3.2	100.0	11,445
Middle	17.5	8.8	3.8	46.8	20.2	2.8	100.0	11,571
Fourth	7.5	11.3	6.0	44.6	27.6	2.9	100.0	11,491
Highest	2.4	12.8	6.5	41.0	34.6	2.7	100.0	10,522
Total	25.6	9.1	3.8	38.6	19.8	3.0	100.0	56,163

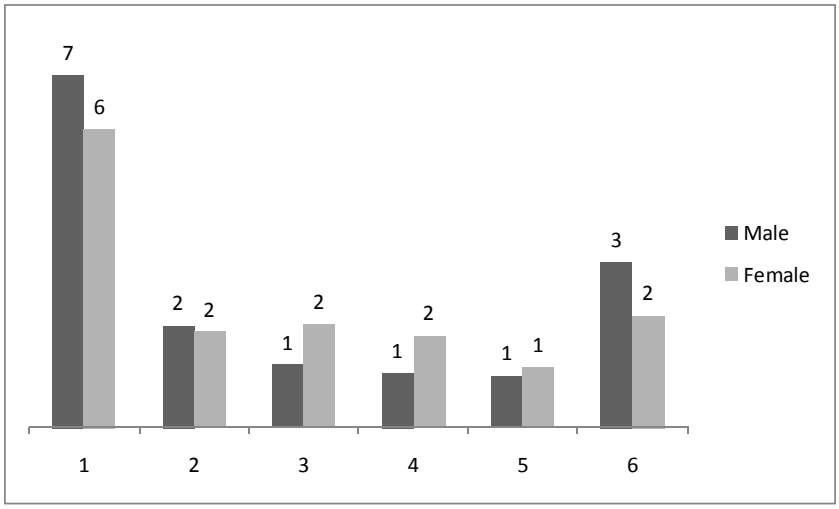
5.5 Primary School Pupil Flow Rates

Repetition and drop-out rates describe the flow of pupils through the system at the primary level. The repetition rates were computed in the 2010 NEDS for pupils who attended a particular class during the 2008–2009, who again attended that same class in the 2009–2010 school year. The drop-out rates show the percentage of pupils in a class in 2008–2009 who no longer attended school in the 2009–2010 school year. Repetition and drop-out rates by primary school class, according to pupils' background characteristics are presented in Tables 5.5 and 5.6.

Repetition Rates

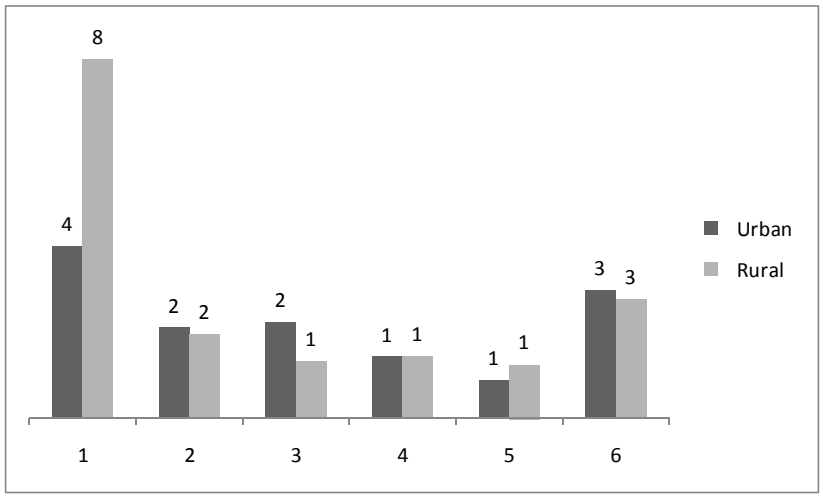
The numbers of primary school pupils that repeat classes are few in Nigeria. The highest repetition rate is in primary 6, with 2.8 percent of pupils repeating (Table 5.5). Repetition rates in the remaining classes are all low, ranging from 1 to 2 percent. Although the rates are higher among male than female pupils, the gender difference is not notable (Figure 5.8). Repetition rates are higher for rural than for urban areas (Figure 5.9) in primary one, two, four, and five while the reverse is true for primary three and six.

Figure 5.8 Primary Repetition Rate, by Class and Sex



2008 NDHS

Figure 5.9 Primary Repetition Rate, by Class and Residence



2008 NDHS

Within the zones, repetition rates in primary one range from 1 percent in the North East to 3 percent in the North Central.

Comparing data for the 2004 NDES and 2010 NEDS, it is observed that repetition rates have decreased in all primary levels except for primary six.

Table 5.5 Repetition rates by primary school class

Repetition rates for the de jure household population age 5–24 years by primary school class according to background characteristics, 2008 NDHS

Background Characteristics	Primary school class					
	1	2	3	4	5	6
Sex						
Male	2.3	2.1	1.2	1.3	1.0	3.3
Female	2.0	2.0	2.0	2.1	1.3	2.3
Residence						
Urban	1.7	2.0	2.0	1.6	.9	3.0
Rural	2.4	2.1	1.3	1.7	1.3	2.8
Region						
North Central	2.9	3.1	3.2	2.1	1.6	5.7
North East	1.0	1.5	1.9	1.0	.8	1.4
North West	2.7	3.0	2.1	2.6	1.2	1.3
South East	1.1	1.1	1.0	2.2	.6	2.6
South South	2.4	2.0	.4	.7	1.6	1.3
South West	1.9	1.4	1.4	1.4	.9	3.9
Total	2.2	2.1	1.6	1.7	1.1	2.8

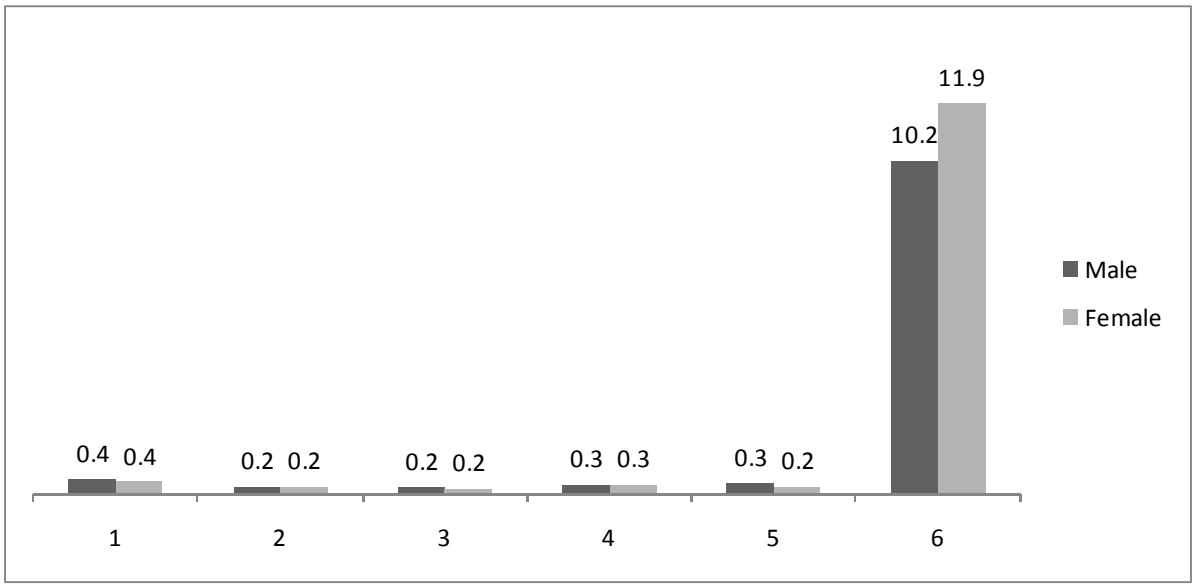
Drop-out Rates by Primary School Class

Drop-out rate is generally low, less than 1 percent in primary 1 through 5, except in primary 6 (Table 5.6). During the 2008–2009 school year, 11 percent of the pupils attending primary 6 dropped out of the school before the 2009–2010 school year. It should be noted, however, that "drop out" is perhaps not the most accurate term for leaving school at the end of the primary school cycle, as some pupils leaving school would likely stay in school if offered a place at secondary school.

Drop out that occurs because of a shortage in the supply of schooling is often referred to as "push out." There are no differences in drop-out rates by gender (Figure 5.10) and rural–urban residence (Figure 5.11) except in primary 6 (10 versus 12 percent for male and female, respectively; and 8 and 13 percent for urban and rural, respectively).

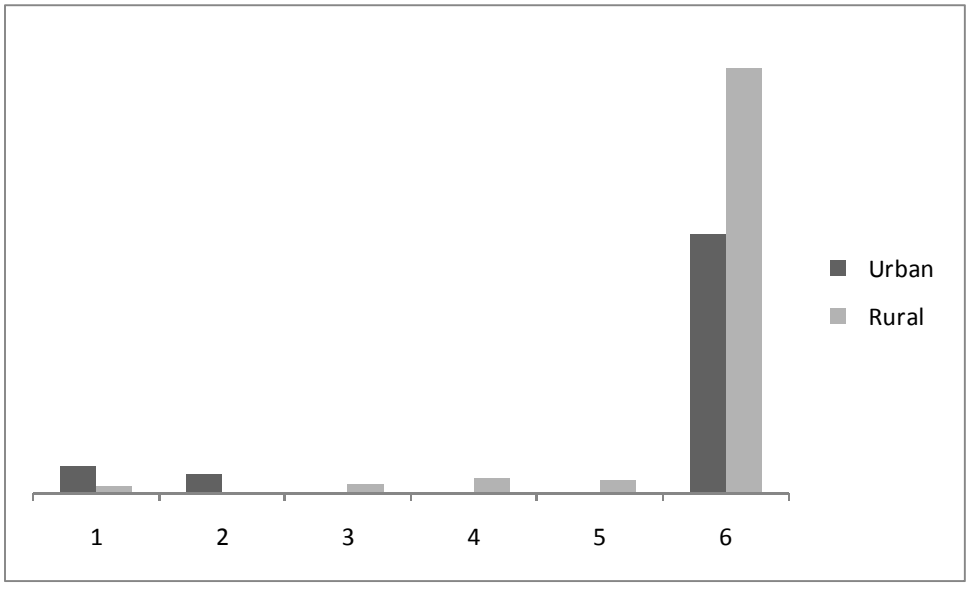
With secondary schooling being far more accessible in urban than in rural areas, these data lend support to the push-out theory, suggesting that one of the factors in pupils not making the transition to secondary school is related to access.

Figure 5.10 Comparing 2004 and 2010 data, drop-out rates in 2010 have declined slightly from the 2004 levels.



2008 NDHS

Figure 5.11 Primary Drop-out Rate, by Class and Residence



2008 NDHS

Table 5.6 Drop-out rates by primary school class

Drop-out rates for the de jure household population age 5–24 years by primary school class, according to background characteristics, 2008 NDHS

Background Characteristics	Primary school class					
	1	2	3	4	5	6
Sex						
Male	0.4	0.2	0.2	0.3	0.3	10.2
Female	0.4	0.2	0.2	0.3	0.2	11.9
Residence						
Urban	0.8	0.6	0.0	0.1	0.1	7.9
Rural	0.2	0.1	0.3	0.4	0.4	13.0
Region						
North Central	0.3	0.1	0.0	0.1	0.3	13.0
North East	1.3	0.2	0.5	0.4	0.6	18.7
North West	0.3	0.1	0.3	0.5	0.4	16.9
South East	0.1	0.6	0.0	0.1	0.1	9.8
South South	0.2	0.0	0.5	0.2	0.5	11.4
South West	0.4	0.5	0.0	0.5	0.0	5.7
Total	0.4	0.2	0.2	0.3	0.3	11.0

Formal Academic Schooling and Religious Education among Muslim Youth

The 2010 NEDS collected information about both formal academic schooling among youths aged 4–16 and religious education among Muslim youth age 4–16. Parent/guardians of Muslim youth were asked whether their children were attending "a school that teaches the Qur'an, but does not teach academic subjects like mathematics or English." Hereafter, this type of religious education is referred to as Qur'anic schooling. Table 5.7 presents information on participation in formal academic schooling, in Qur'anic schooling, in both, and in neither type of school among Muslim youth age 4–16.

Among Muslim youth age 4–16, a vast majority attend either a formal academic school (at any level, from pre-primary through higher), a Qur'anic school, or both types of schools, with just 24 percent attending neither type of school. More Muslim youth tend to attend a Qur'anic school (51 percent) than a formal academic school (49 percent). Twenty-four percent of Muslim youth combine both the formal academic school and the Qur'anic school.

There are notable gender differences in participation in formal academic schooling. Whereas 54 percent of male Muslim youth age 4–16 participate in formal academic schooling, 45 percent of female Muslim youth do so. Male and female youth are equally likely to attend a Qur'anic school, but male youth are more likely than females to attend both types of school (27 percent versus 21 percent).

Urban–rural disparities in participation in formal academic schooling are also evident. More than twice as many rural Muslim youth age 4–16 as their urban counterparts do not attend either type of school (28 and 13 percent, respectively). Although 75 percent of youth in urban areas attend formal academic school, only 40 percent do in rural areas. As is the case with gender, in urban and rural areas, the percentages of youth attending a Qur'anic school are comparable.

Among the zones, there are substantial differences in school participation. In the North East, 35 percent of Muslim youth aged 4–16 do not attend either type of school, compared with 17 percent in the North Central, 24 percent in the North West, and 8 percent in the South West. Whereas 96 percent of Muslim youth in the South South attend a formal academic school, just 36 percent in the North East attend one. The rates of participation in Qur'anic schooling are higher in the northern zones than in the southern zones, except the South West which has the second highest among all zones.

Variations in school participation by economic status are striking: whereas only 7 percent of Muslim youth in the highest quintile do not attend either type of school, 36 percent in the lowest quintile do not attend either type of school. The vast majority of the most advantaged youth attend formal academic schools compared with the least advantaged youth (90 percent and 22 percent, respectively). This trend is similar when compared with the 2004 NDES findings: 2 percent for those in the highest quintile, 23 percent for those in the lowest and 94 percent of the most advantaged youth.

Table 5.7 Formal academic schooling and religious education among Muslim youth

Percentage of Muslim youth age 4–16 who attend formal academic schools, Qur'anic schools, both or neither type of school, by background characteristics, 2010 NEDS

Background Characteristics	Type of schools currently attending: Formal academic schools	Qur'anic schools	Both academic and Qur'anic schools	Neither type of school	Number of children
Sex					
Males	53.5	51.6	27.3	22.2	19,342
Females	45.0	50.5	21.1	25.6	18,255
Residence					
Urban	74.9	49.7	37.9	13.3	10,012
Rural	40.1	51.6	19.4	27.7	27,585
Region					
North Central	61.7	57.3	36.0	17.0	4,605
North East	36.0	45.0	15.8	34.8	9,352
North West	42.7	52.4	19.4	24.3	18,600
South East	87.7	9.6	9.6	12.3	7
South South	96.0	28.6	27.2	2.6	241
South West	87.4	53.2	48.9	8.2	4,793
Economic status quintile					
Lowest	22.0	55.1	12.1	34.9	11,520
Second	41.8	52.1	19.9	25.9	9,875
Middle	61.2	45.8	27.5	20.4	6,691
Fourth	76.2	47.8	37.4	13.4	5,395
Highest	90.2	50.4	47.2	6.6	4,085
Total	49.4	51.1	24.3	23.8	37,597

6. HOUSEHOLD PROXIMITY TO SCHOOLS AND SCHOOL SELECTION

This chapter presents information about the distance and walking time from children's households to the nearest primary, junior secondary and senior secondary schools and about the types of schools children attend (government and private).

6.1 Household Proximity to Schools

Primary School

Information about the walking time and distance to the nearest primary school is a useful indicator of children's access to schooling. The distance to school partly explains why some children have not yet attended school, and why many others start school older than the official entry age (see Chapter 7). For instance, children from households that are far from schools in terms of distance and/or walking time are less likely than other children to enroll in school at the target age of 6 years. Distance from school and available transport opportunities may also influence enrollment in secondary schools and affect the transition expected under Universal Basic Education from primary cycle to junior secondary cycle.

The percent distribution of children age 4–16 by walking time, in minutes, to the nearest primary school, by children's background characteristics is discussed in this section. These data, as well as those presented for walking time to the nearest secondary school, are based on the question asked of children's parent/guardians, about how long it would take the parent/guardian to walk to the nearest government school. It is important to note that the school closest to the household is not necessarily a school attended by one or more children in the household. The intent of the question is to measure access to and distance from the closest school, rather than the variation in walking time for each child within the household. Interviewers asked parent/guardians for the best estimate of time required for an adult to walk the distance to the primary school.

Walking Time to Primary Schools

The percent distribution of children age 4–16 by walking time to the nearest primary school by background characteristics is presented in Table 6.1. Sixty-nine percent of children in Nigeria live within 15 minutes of the nearest primary school, and 6 percent of children live over 60 minutes away. Children in urban areas live closer to school than children in rural areas: 85 percent of children in urban areas and 62 percent of those in rural areas live within 15 minutes of the nearest school. The mean walking time from the household to the closest primary school is 12 minutes among children in urban areas and 29 minutes among children in rural areas.

Comparatively, the proportion of pupils that walk from their households to the nearest primary school within 15 minutes has changed over the years: from 76 percent in 2004 NDES to 69 percent in 2010 NEDS. This may be as a result of the availability of more government schools closer to home than private schools. Although slight regional differences in the mean walking time were recorded in 2004, the variation between the northern and the southern zones are considerable in 2010: 23–37 minutes in the northern zones and 14–19 minutes in the southern zones.

Table 6.1 Walking time to the nearest primary school

Percent distribution of de jure children age 4–16 by walking time (in minutes) to the nearest primary school, according to background characteristics, 2010 NEDS

Background Characteristics	Minutes to the nearest primary school						Total	Number of children	Mean walking time in minutes	Percentage of children living closer to the private schools
	0–15	16–30	31–45	46–60	Over 60 minutes	Don't Know/ missing				
Residence										
Urban	85.2	11.0	1.8	0.8	0.7	0.6	100.0	20,925	11.7	62.2
Rural	62.3	20.0	4.4	4.4	8.1	0.9	100.0	49,305	29.3	17.9
Region										
North Central	67.0	17.5	2.7	2.9	8.5	1.4	38.3	10,761	36.5	31.9
North East	53.9	22.4	5.4	4.3	13.3	0.7	36.5	11,334	36.2	11.3
North West	70.5	16.3	3.1	4.4	4.8	0.9	23.1	20,234	22.5	14.8
South East	60.2	27.6	6.5	3.8	1.4	0.6	23.2	7,033	18.6	33.9
South South	74.0	18.8	2.6	2.1	2.1	0.4	22.5	9,158	15.6	50.3
South West	85.1	6.6	2.5	1.5	3.8	0.6	22.8	11,710	13.7	61.1
Total	69.1	17.3	3.6	3.3	5.9	0.8	100.0	70,230	24.1	31.1

Distance to the Nearest Primary School

This section discusses distances traveled (in kilometers) to the nearest primary school by children's background characteristics (Table 6.2).

Sixty-eight percent of children in Nigeria live within 1 kilometer of the nearest primary school, and just 3 percent live more than 6 kilometers from the nearest school. Eighty-four percent of children in urban areas live within 1 kilometer of the closest primary school, compared with 62 percent of those in rural areas. Whereas 80 percent of children live within 1 kilometer of the nearest school in the South West zone, 46 percent live within 1 kilometer of the closest school in the South East. These findings are largely consistent with those for walking time, which was presented in Table 6.1.

Table 6.2 Distance to the nearest primary school

Percent distribution of de jure children age 4–16 by distance (in kilometers) to the nearest primary school, according to background characteristics, 2010 NEDS

Background Characteristics	Kilometers to nearest primary school					Don't know/ missing	Total	Number of children	Mean distance (km)	Percentage of children living closer to the private
	<1	1–2	3–4	5–6	>6					
Residence										
Urban	83.9	14.1	1.0	0.3	0.1	0.6	100.0	20,925	0.2	62.2
Rural	61.5	24.8	6.3	2.7	3.7	0.9	100.0	49,305	1.1	17.9
Region										
North Central	71.7	16.4	4.6	2.4	3.5	1.4	100.0	10,761	1.1	31.9
North East	54.4	27.2	5.8	5.6	6.4	0.7	100.0	11,334	1.5	11.3
North West	72.2	19.2	3.7	1.4	2.6	0.9	100.0	20,234	0.7	14.8
South East	45.7	41.0	10.6	1.6	0.5	0.6	100.0	7,033	1.0	33.9
South South	74.2	21.7	2.6	0.4	0.6	0.4	100.0	9,158	0.4	50.3
South West	80.2	13.7	3.8	0.7	1.0	0.6	100.0	11,710	0.4	61.1
Total	68.2	21.6	4.7	2.0	2.6	0.8	100.0	70,230	0.8	31.1

Walking Time to Government Primary Schools

This section specifically considers walking time to the nearest government primary schools. Sixty-one percent of children in Nigeria live within a 15-minute walk to the nearest government primary school, but about 7 percent of children live at distances of more than 60 minutes walking time (Table 6.2.1). In terms of walking time to the nearest government primary school, children in urban areas live closer to school than children in rural areas: 67 percent of children in urban areas and 58 percent of those in rural areas live within a 15-minute walk to the nearest government primary school. Overall, the mean walking time from the household to the closest government primary school is 28 minutes. Among children in urban areas, the mean walking time is 18 minutes, and is 31 minutes among children in rural areas. The proportion of children who live within 15 minutes' walking time to government primary schools varies by zone with the highest (71 percent) in the North West geo-political zone and the lowest (47 percent) in the South East.

Table 6.2.1 Walking time to the nearest government primary school

Percent distribution of de jure children age 4–16 by walking time (in minutes) to the nearest primary school, according to background characteristics, 2010 NEDS

Background Characteristics	Minutes to nearest government primary school					Don't Know/ missing	Total	Number of children	Mean walking time in minutes
	0–15	16–30	31–45	46–60	Over 60 minutes				
Residence									
Urban	67.4	24.8	4.3	1.8	1.2	0.4	100.0	20,930	18.3
Rural	58.1	22.4	5.1	5.0	8.7	0.7	100.0	49,339	31.4
Region									
North Central	59.7	23.6	3.7	3.3	8.5	1.2	38.3	10,762	38.3
North East	52.9	23.5	5.6	4.2	13.4	0.5	36.5	11,341	36.5
North West	70.9	16.0	3.3	4.4	4.6	0.7	23.1	20,261	23.1
South East	46.5	35.9	9.6	5.3	2.3	0.4	23.2	7,033	23.2
South South	55.9	31.1	5.6	4.0	3.1	0.3	22.5	9,159	22.5
South West	64.8	20.8	4.4	3.2	6.2	0.5	22.8	11,713	22.8
Total	60.9	23.1	4.8	4.0	6.5	0.6	100.0	70,269	27.5

Distance to the Nearest Government Primary School

The findings are largely consistent with walking time to the nearest Government primary schools (Table 6.2.2) as 62 percent of children in Nigeria live within 1 kilometer of the nearest government primary school, and just 3 percent live more than 6 kilometers from the nearest government primary school. Seventy-one percent of children in urban areas live less than 1 kilometer from the closest government primary school, compared with 58 percent of those in rural areas.

Table 6.2.2 Distance to the nearest government primary school

Percent distribution of de jure children age 4–16 by distance (in kilometers) to the nearest Government primary school, according to background characteristics, 2010 NEDS

Background Characteristics	Kilometers to nearest government primary school						Total	Number of children	Mean distance (km)
	<1	1–2	3–4	5–6	>6	Don't Know/ missing			
Residence									
Urban	70.5	25.7	2.6	0.2	0.4	0.5	100.0	20,930	0.5
Rural	57.7	26.9	7.4	3.1	4.1	0.8	100.0	49,339	1.2
Region									
North Central	67.4	20.3	4.9	2.3	4.0	1.1	100.0	10,762	1.2
North East	53.2	28.5	5.7	5.5	6.4	0.6	100.0	11,341	1.5
North West	71.4	20.0	3.8	1.4	2.6	0.8	100.0	20,261	0.7
South East	32.7	48.5	15.4	1.9	0.8	0.6	100.0	7,033	1.4
South South	55.9	34.3	7.2	1.5	0.9	0.3	100.0	9,159	0.8
South West	68.9	22.4	4.5	1.2	2.4	0.6	100.0	11,713	0.8
Total	61.6	26.5	6.0	2.2	3.0	0.7	100.0	70,269	1.0

6.2 Secondary Schools

The 2010 NEDS also collected information about walking time and distance to the nearest secondary school. As was the case with primary schools, the walking time and distance to the nearest secondary school are used to indicate children's access to and remoteness from secondary school.

Comparatively, the proportion of pupils that walk from their households to the nearest secondary school within 15 minutes has not changed much over the years: from 32 percent in 2004 NDES to 34 percent in 2010 NEDS.

Results for the estimated time (in minutes) needed to walk to the nearest secondary school are presented in Table 6.3. Urban–rural differentials are more pronounced for access to secondary schools than for primary schools: 62 percent of children in urban areas are located within 15 minutes of a secondary school, compared with 22 percent of children in rural areas. The mean walking time to the nearest secondary school is 20 minutes for children in urban areas and 76 minutes for children in rural areas (see Figure 6.2). Across the zones, mean walking time to the nearest secondary school is shortest in the South East (33 minutes) and longest in North Central (90 minutes).

Table 6.3 Walking time to the nearest secondary school

Percent distribution of de jure children age 4–16 by walking time (in minutes) to the nearest seconday school, according to background characteristics, 2010 NEDS

Background Characteristics	Minutes to the nearest secondary school						Total	Number of children	Mean walking time in minutes	Percentage of children living closer to the private schools
	0–15	16–30	31–45	46–60	> 60	Don't know/ missing				
Residence										
Urban	61.5	25.5	5.5	4.5	2.6	0.4	100.0	20,925	19.8	46.8
Rural	22.3	19.9	8.1	14.1	32.8	2.9	100.0	49,305	75.8	13.5
Region										
North Central	30.3	19.3	6.7	11.1	31.1	1.5	100.0	10,761	89.9	19.5
North East	23.8	17.4	9.7	11.7	31.2	6.2	100.0	11,334	79.3	8.0
North West	29.5	20.2	5.0	14.1	28.7	2.6	100.0	20,234	60.6	7.5
South East	36.6	29.0	12.9	11.7	9.3	0.5	100.0	7,033	32.5	44.1
South South	38.6	25.5	9.5	10.0	16.3	0.1	100.0	9,158	40.9	39.8
South West	49.6	22.7	4.6	6.7	16.1	0.4	100.0	11,710	38.8	44.3
Total	33.9	21.6	7.3	11.2	23.8	2.1	100.0	70,230	58.8	23.4

Table 6.4 Distance to the nearest secondary school

Percent distribution of de jure children age 4–16 by distance (in kilometers) to the nearest secondary school, according to background characteristics, 2010 NEDS

Background Characteristics	Kilometers to the nearest secondary school						Total	Number of children	Mean distance (km)	Percentage of children living closer to the private schools
	<1	1–2	3–4	5–6	>6	Don't know/ missing				
Residence										
Urban	65.7	27.4	4.6	0.9	1.0	0.4	100.0	20,925	0.7	46.8
Rural	24.8	26.0	15.8	11.8	18.7	2.9	100.0	49,305	3.9	13.5
Region										
North Central	41.7	16.9	13.8	8.4	17.6	1.5	100.0	10,761	3.6	19.5
North East	26.8	22.2	15.2	11.5	18.1	6.2	100.0	11,334	4.5	8.0
North West	32.0	25.2	10.6	12.8	16.7	2.6	100.0	20,234	3.1	7.5
South East	28.9	40.1	20.0	5.4	5.0	0.5	100.0	7,033	2.0	44.1
South South	41.6	37.5	9.2	4.5	7.0	0.1	100.0	9,158	2.0	39.8
South West	52.2	24.7	9.6	3.5	9.6	0.4	100.0	11,710	1.8	44.3
Total	37.0	26.5	12.5	8.5	13.4	2.1	100.0	70,230	2.9	23.4

6.3 School Type

The 2010 NEDS collected information on the type of school primary school pupils attend and whether they are boarding at school or are day pupils. In this report, schools are classified as government or

private.[14] Although the government is the statutory provider of education at the primary level, the survey results reveals that nearly a quarter of all children attend private school (Table 6.5). In contrast, the 2004 NDES shows that nearly one fifth of children attended private schools. This indicates a 5-percentage point increase in private school enrollment. At the primary level, the role of the private sector is more pronounced in urban areas than in rural areas, with 44 percent of primary school pupils in urban areas attending private schools, compared with 17 percent in rural areas.

Table 6.5 Type of primary school

Percent distribution of de jure primary school pupils by type of school attended, according to background characteristics, NEDS 2010

Background Characteristics	Type of school attended: Government schools	Private schools	Total	Number of children
Sex				
Male	75.6	24.4	100.0	16,033
Female	72.7	27.3	100.0	13,723
Residence				
Urban	56.4	43.6	100.0	9,866
Rural	83.1	16.9	100.0	19,889
Region				
North Central	73.2	26.8	100.0	5,076
North East	91.3	8.7	100.0	3,760
North West	90.8	9.2	100.0	6,960
South East	61.5	38.5	100.0	3,555
South South	69.6	30.4	100.0	4,775
South West	55.6	44.4	100.0	5,629
Total	74.3	25.7	100.0	29,755

Day or Boarding School at Primary Level

Ninety-nine percent of primary school children are day pupils (Table 6.6). There is no notable difference in the pupils' day or boarding status by gender and across the zones.

[14] In the 2004 NDES survey, private schools were differentiated by private non-religious and religious.

Table 6.6 Day pupils and boarders at primary school

Percent distribution of de jure primary school pupils by status as day pupils or boarders, according to background characteristics and type of school attended, NEDS 2010

Background Characteristics	Pupil Status: Day pupil	Boarder	Missing	Total	Number of children
Sex					
Male	98.8	0.3	0.9	100.0	16,033
Female	99.2	0.1	0.6	100.0	13,723
Residence					
Urban	99.2	0.3	0.6	100.0	9,866
Rural	98.9	0.2	0.9	100.0	19,889
Region					
North Central	99.2	0.2	0.6	100.0	5,076
North East	98.7	0.2	1.2	100.0	3,760
North West	98.2	0.2	1.6	100.0	6,960
South East	99.2	0.4	0.4	100.0	3,555
South South	99.5	0.1	0.4	100.0	4,775
South West	99.5	0.3	0.2	100.0	5,629
School type*					
Government	99.0	0.2	0.8	100.0	21,893
Private	99.0	0.5	0.5	100.0	7,588
Total	99.0	0.2	0.8	100.0	29,755

*Data on school for 274 pupils missing

6.4 School Selection

This section provides information about school attendance based on proximity of schools. Section 6.5 will focus on the reasons for choosing a type of school.

Primary School Selection

Seventy-two percent of pupils in Nigeria attend the primary school that is closest to their household (Table 6.7) as compared with 58 percent recorded in the 2004 NDES. Fifty-seven percent of children in urban areas attend the closest primary school, compared with 80 percent of children in rural areas. In 2004, these numbers were 41 percent and 68 percent, respectively. There is considerable variation by zone: the North East and North West have 87 and 88 percent, respectively, of pupils who attend the closest primary school, compared with 54 percent of pupils in the South West. The differences by urban–rural residence and zone may be attributed to the fact that, in urban areas, households have access to a wider choice of schools as evidenced by the percentage of children with a closer private primary school than a government-run one (Table 6.3).

Pupils from less economically advantaged households are more likely than those from more advantaged households to attend the primary school closest to them (Table 6.7). Eighty-eight percent of pupils from

the lowest quintile attend the closest school, compared with 48 percent of pupils from the highest quintile. In 2004, 79 percent of children from households in the lowest quintile attended the closest primary school and 24 percent of the highest quintile. In general, there has been a shift toward attending the closest primary school.

Table 6.7 Children attending closest primary school

Table 6.7: Children attending closest primary school

Percent of de jure primary school pupils who attend closest primary school, by background characteristics, 2010 NEDS

Background Characteristics	Attending closest primary school	Number of children
Age		
4–5	77.1	2,037
6–7	71.6	6,427
8–10	70.5	12,676
11–16	74.4	8,614
Residence		
Urban	57.2	9,866
Rural	79.8	19,889
Region		
North Central	74.2	5,076
North East	87.1	3,760
North West	87.5	6,960
South East	64.1	3,555
South South	65.0	4,775
South West	53.6	5,629
Economic status quintile*		
Lowest	88.3	4,310
Second	85.4	6,288
Middle	77.2	7,188
Fourth	64.9	6,319
Highest	47.6	5,645
Total	72.3	29,755

Secondary School Selection

As shown in Table 6.8, about half (51 percent) of secondary school students in Nigeria attend the secondary school that is closest to their household. The data show that students in rural areas have more tendency than those in urban areas to attend the closest secondary school (57 percent versus 39 percent). In comparison, in 2004, 35 percent of youth attended the closest secondary school again with rural youth more likely than urban to attend the closest school (46 percent as compared with 22 percent). As with

primary schools, this suggests greater opportunity and choice. Among the zones, students in the South West are the least likely to attend the closest secondary school (37 percent), whereas those in the North East are the most likely to do so (74 percent). Students from the most advantaged households are less likely than those from the remaining households' economic quintiles to attend the closest secondary school, a pattern that holds over from 2004.

Table 6.8 Children attending closest secondary school

Percent of de jure secondary school students who attend closest secondary school, by background characteristics, NEDS 2010

Background Characteristics	Attending closest primary school	Number of children
Residence		
Urban	38.6	4,912
Rural	57.1	5,988
Region		
North Central	51.1	1,538
North East	74.2	838
North West	62.3	1,567
South East	47.3	1,713
South South	46.3	2,246
South West	36.8	2,999
Economic status quintile*		
Lowest	61.7	668
Second	63.1	1,476
Middle	58.1	2,388
Fourth	48.8	2,905
Highest	33.7	3,459
Total	48.7	10,900

6.5 Reasons for School Selection

One would expect that geographic proximity would be a determining factor in school choice. However, this opportunity for access may be displaced by other factors such as school costs. This section discusses the factors parents consider when selecting schools.

Reasons for Choice of Primary School

The data in Table 6.9 show that school proximity to households is the most frequently given reason (53 percent), followed by school quality (30 percent), and cost (13 percent). Other reasons, including religious

affiliation and school safety, are infrequently cited (about 1 percent each). These reasons and relative position have not changed from 2004.[15]

A higher percentage of pupils in rural areas (64 percent) than urban areas (31 percent) attend a school because of its proximity, possibly reflecting greater opportunity for choice of primary schools in urban areas. Pupils in urban areas are more likely than those in rural areas to attend a school because it is considered to be better than other schools (47 percent versus 22 percent). These trends were similar in 2004.

The results also reveal that the less advantaged the pupils' household, the more likely they are to attend schools because of proximity. For example, 78 percent of the pupils in the lowest quintile attend the closest school, but only 20 percent of the pupils in the highest quintile do. Conversely, school quality (as defined by "better schools") is more commonly cited in primary school selection for the pupils in the highest quintile (61 percent) than for those in the lowest quintile (12 percent).

Table 6.9 Reasons for choice of primary school

Reasons given for sending pupils to their current primary school, by background characteristics, NEDS 2010

		Reasons for choice of primary school						
Background Characteristics	Closest with class needed or place available	Better school	Less Expensive	Religion	Safer school	Other	Missing	Number of children
Sex								
Male	53.6	28.6	13.1	1.2	0.9	1.3	1.3	16,033
Female	51.3	31.1	12.7	1.3	0.8	1.4	1.4	13,723
Age								
4-5	60.9	23.4	11.3	0.5	0.6	1.7	1.7	2,037
6-7	51.5	31.6	12.2	1.5	0.8	1.2	1.2	6,427
8-11	50.6	31.8	13.1	1.2	0.8	1.4	1.1	12,676
12-16	54.2	26.9	13.6	1.2	0.9	1.4	1.7	8,614
Residence								
Urban	30.5	46.4	17.7	2.2	1.0	1.2	1.1	9,866
Rural	63.5	21.5	10.6	0.7	0.8	1.4	1.5	19,889
Region								
North Central	53.5	29.5	12.3	1.3	0.8	1.2	1.5	5,076
North East	75.8	14.0	4.7	0.9	1.2	1.8	1.5	3,760
North West	75.6	15.6	4.4	1.1	0.9	0.5	1.7	6,960
South East	36.5	46.2	11.5	1.2	1.0	2.5	1.0	3,555
South South	41.1	31.3	24.1	0.3	0.5	1.5	1.2	4,775
South West	27.4	46.4	20.9	2.3	0.7	1.3	1.1	5,629
Economic status quintile*								
Lowest	77.6	12.8	5.5	0.3	0.8	1.6	1.4	4,310
Second	72.0	15.6	8.6	0.6	0.7	1.2	1.1	6,288
Middle	58.4	23.4	13.1	1.2	0.7	1.5	1.7	7,188
Fourth	38.7	37.3	18.6	1.9	1.1	1.2	1.3	6,319
Highest	19.8	58.2	16.8	1.9	0.9	1.4	1.1	5,645
Total	52.5	29.8	12.9	1.2	0.9	1.3	1.3	29,755

[15] In the 2004 NDES, multiple responses were allowed, whereas the 2010 NEDS only a single response was allowed. As a result, we can compare trends, but not specific percentages for each category

Reasons for Choice of Secondary School

As in 2004, the most frequently cited reasons for the choice of school in 2010 are as follows: better school, class needed or availability of place, and school being less expensive. Whereas 43 percent of students in 2004 attend their current school because it was the closest with form needed or place available, 32 percent of students were sent to similar schools for this reason in 2010.

Information on the main reasons for choice of particular secondary schools (both junior secondary and senior secondary) that students attend is presented in this section. School quality is the most frequently reported (44 percent), followed by the proximity of the school (32 percent), and cost (21 percent). Other reasons, including religious affiliation and school safety, are infrequently reported (less than 1 percent). There has been a shift in perceptions since 2004: proximity (43 percent) was considered more important, cost (15 percent) less important, and quality (47 percent) has retained its status as the most important selection factor.

Similar to the report on primary school, students in urban areas are more likely than those in rural areas to attend a school because it is perceived to be of higher quality than other schools (50 percent versus 38 percent). This trend has not changed from 2004. Also, students from more advantaged households are more likely than those from less advantaged households to attend a particular secondary school because of its perceived quality (54 percent versus 33 percent).

Table 6.10 Reasons for choice of secondary school

Reasons given for sending students to their current secondary school, by background characteristics, NEDS 2010

	Reasons for choice of secondary school							
Background Characteristics	Closest with form needed or place	Better school	Less Expensive	Religion	Safer school	Other	Missing	Number of students
Sex								
Male	34.4	42.1	20.4	1.2	0.9	3.1	3.9	5,723
Female	30.1	45.1	21.8	1.4	0.9	2.9	3.9	5,177
Residence								
Urban	21.5	49.9	25.7	2.1	1.3	2.6	3.6	4,912
Rural	41.3	38.3	17.3	0.6	0.6	3.3	4.1	5,988
Region								
North Central	35.6	45.7	16.5	1.7	0.7	1.9	3.7	1,538
North East	59.7	29.5	8.9	1.5	1.1	1.5	5.0	838
North West	44.4	40.3	9.4	1.9	1.5	0.5	6.9	1,567
South East	28.9	52.9	11.5	1.7	1.0	7.0	3.0	1,713
South South	29.3	38.9	30.6	0.6	0.5	2.8	3.3	2,246
South West	21.1	46.1	31.3	0.9	0.9	3.1	3.0	2,999
Economic status quintile								
Lowest	47.4	33.2	15.6	0.5	0.6	2.1	5.0	668
Second	48.7	34.3	14.3	0.6	0.9	1.7	4.9	1,476
Middle	40.5	37.2	17.6	1.2	0.6	3.8	3.6	2,388
Fourth	32.2	43.3	21.6	1.9	0.8	3.0	4.0	2,905
Highest	17.0	54.1	27.0	1.2	1.3	3.2	3.3	3,459
Total	32.4	43.5	21.1	1.3	0.9	3.0	3.9	10,900

7. FACTORS AFFECTING CHILDREN'S SCHOOL ATTENDANCE

This chapter presents data on the circumstances surrounding decisions about children's school attendance. Information is also presented on which household member decides whether children attend school. The chapter then addresses children's pre-primary school participation rates, the age at which children first attend primary school and for those who have never attended school the reasons for non-participation. Finally, for children who attended school at some point but were not attending at the time of the survey, data are presented on reasons for dropping out of school.

The costs of schooling and their influence on schooling decisions are also discussed throughout this chapter. The costs of schooling to households include both money spent on school-related expenses and nonmonetary contributions. These nonmonetary costs include the value of children's time, which could be used differently if the child did not attend school. If a child provides support to the household by taking care of younger children, tending animals, going fishing, or doing other work, then the time the child spends in school is time that could otherwise be spent supporting the household. In other words, the child's time is part of the nonmonetary cost of schooling borne by the household. It may be that, in some households, these monetary and nonmonetary costs are high enough to delay children's school entry, or keep some children from attending school at all, or contribute to pupils dropping out of school.

7.1 Starting School

Household Decision-Making

Parents and guardians were asked which household member decides whether children attend school (Table 7.1). Although it is recognized that decision-making is a complex process and that more than one household member may have input on the decision, the question asks parents or guardians who makes the final decision in the household on whether children attend school. Overall, fathers are far more likely than mothers to make the decision about whether children attend school: 62 percent of parents and guardians said that the child's father makes the final decision, whereas 6 percent said that the child's mother makes the decision. Twenty-nine percent said that both parents make the decision together. This tendency has not changed from 2004 when 64 percent of fathers, 6 percent of mothers, and 22 percent of both parents made schooling attendance decisions.

Table 7.1 Household decision-making about education

Percentage distribution of parent/guardians whose children currently attend school by which household member decides whether children attend school, according to background characteristics, NEDS 2010

	Household member(s) who make decision about education										
Background Characteristics	Mother	Father	Both parents	Guardians	Child	Parent/ guardian with child	Someone else	Decision not made	Don't Know/ missing	Total	Number of parents
Residence											
Urban	7.0	58.0	32.6	1.1	0.0	0.9	0.2	0.0	0.0	100.0	5,764
Rural	6.1	64.2	26.5	1.5	0.1	1.2	0.3	0.0	0.1	100.0	10,658
Region											
North Central	5.6	74.6	17.9	0.9	0.1	0.4	0.4	0.0	0.0	100.0	2,642
North East	5.4	73.3	19.6	0.7	0.0	0.5	0.3	0.0	0.2	100.0	1,763
North West	3.3	67.2	27.3	1.2	0.1	0.3	0.4	0.0	0.1	100.0	3,467
South East	9.9	50.4	35.4	1.4	0.2	2.5	0.3	0.0	0.0	100.0	2,222
South South	9.2	70.5	15.6	2.8	0.1	1.7	0.1	0.0	0.0	100.0	2,756
South West	6.1	42.7	48.3	1.2	0.1	1.4	0.1	0.0	0.0	100.0	3,571
Total	6.4	62.0	28.7	1.4	0.1	1.1	0.3	0.0	0.1	100.0	16,421

Parents and guardians in urban areas were more likely than those in rural areas to say that both parents together make the decision (33 percent versus 27 percent). In 2004, the trend was the same (27 percent of urban parent/guardians and 18 percent of rural). Among the zones, parent and guardians in the South South were least likely to say that both parents together make the decision (16 percent), whereas those in the South West were most likely to say the decision was shared (48 percent). In every region, the father is the primary decision maker on whether the child goes to school.

Pre-Primary School Attendance

Considerable evidence exists that attending pre-primary school helps provide a foundation for learning and that children who attend pre-primary school are better prepared for primary school. The percentage of children age 4–16 who have ever attended school, who also attended pre-primary school, and on the mean number of years attended (Table 7.2) indicates that 40 percent of children attended pre-primary school before starting primary school, an improvement of 10 percentage points over pre-primary participation in 2004 and evidence of the impact of UBE emphasis on early childhood education. There is minimal difference in pre-primary school participation between male and female children. As might be expected, children in rural areas are far less likely than those in urban areas to have attended pre-primary school (28 percent versus 62 percent). Encouragingly, the increase in pre-primary participation has been felt in both rural and urban areas (an improvement of 8 percentage points in rural areas and 15 percentage points in urban areas in comparison with 2004 data). Children age 6–7 at the time of the survey are somewhat more likely to have attended pre-primary school than children age 12–16 (43 percent versus 39 percent), reinforcing the observations that participation in pre-primary schooling continues to improve over time. Encouragingly, more girls attended pre-primary than boys (42 percent versus 38 percent).

Substantial regional differences are apparent in pre-primary school participation. Children in the South East are the most likely to have attended pre-primary before attending primary school (82 percent), followed by the South West (69 percent). The lowest rates of participation in pre-primary are in the North East and the North West (10 percent and 11 percent, respectively).

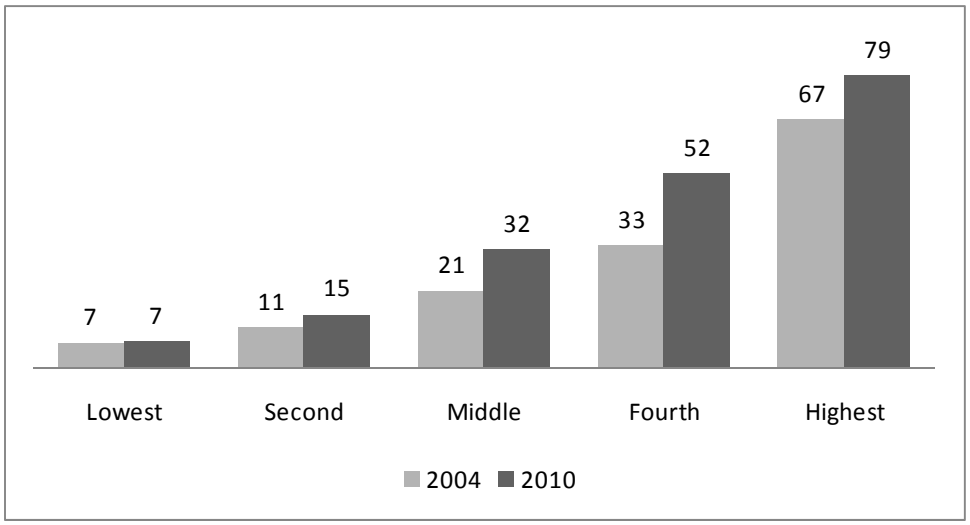
Only children from the most economically advantaged households have substantial access to pre-primary schooling (Figure 7.1). Whereas 79 percent of the children in the highest quintile attended pre-primary, only 7 percent of in the lowest quintile attended pre-primary.

Table 7.2 Pre-primary school participation

Among de jure children age 4-16 who have ever attended school, percentage who attended pre-primary school, mean number of years attended, by background characteristics,

Background Characteristics	Percentage who attended pre-primary	Number of children who have ever attended school	Mean number of years attended pre-primary
Age			
4-5	27.4	2,062	2.3
6-7	43.0	6,521	2.5
8-11	41.6	16,616	2.6
12-16	39.2	17,954	2.7
Sex			
Male	38.3	22,994	2.6
Female	42.2	20,158	2.6
Residence			
Urban	62.1	15,356	2.6
Rural	28.0	27,797	2.6
Region			
North Central	26.4	7,035	2.4
North East	10.0	4,950	2.5
North West	10.5	9,419	2.5
South East	82.1	5,401	2.9
South South	45.3	7,280	2.7
South West	68.9	9,067	2.5
Economic status quintile			
Lowest	7.3	5,605	2.3
Second	14.6	8,479	2.4
Middle	32.1	10,088	2.6
Fourth	52.4	9,593	2.6
Highest	79.0	9,369	2.7
Total	40.1	43,153	2.6

Figure 7.1 Pre-primary School Attendance among Children Age 4–16 Who Have Ever Attended School, by Economic Status Quintile



2004 NDES and 2010 NEDS

Overall, the mean number of years a child attends pre-primary school is 2.6, compared with 2.4 years in 2004. There is little difference in the time spent in pre-primary school by various background characteristics. This also spreads across regions with the South East having the highest average of 2.9 years, just a little above the national average.

Age at Primary School Entry

The age at which children age 4–16 first attended primary 1, as presented on Table 7.3, indicates that among those who have ever attended the first class of primary school, over half (57 percent) of children started school on time, at the intended age for entry into primary 1 (age 6), this compares with 55 percent in 2004. More than one quarter (30 percent) of children first attended primary school at an age below the official or target entry age for primary 1 (28 percent in 2004), and 12 percent started school over-age (at age 8 or older). The mean age of starting primary 1 is 7 years, compared with 6.3 in 2004. This is well above the official starting age of age 6.

Gender differences in the starting age were minimal. There were, however, differences by residence, region, and economic status. Children in urban areas are more likely than those in rural areas to start school under-age (34 percent versus 28 percent), whereas children in rural areas are more likely than those in urban areas to have started school over-age (14 percent versus 6 percent). However, since 2004, this difference has decreased considerably (19 percent versus 6 percent, respectively for over-age enrollment). Zonal differences are substantial, with children in the north more likely than those in the south to start primary 1 over-age. Nevertheless, these same zones have also demonstrated improvements reducing over-age enrollment over time (Figure 7.2).

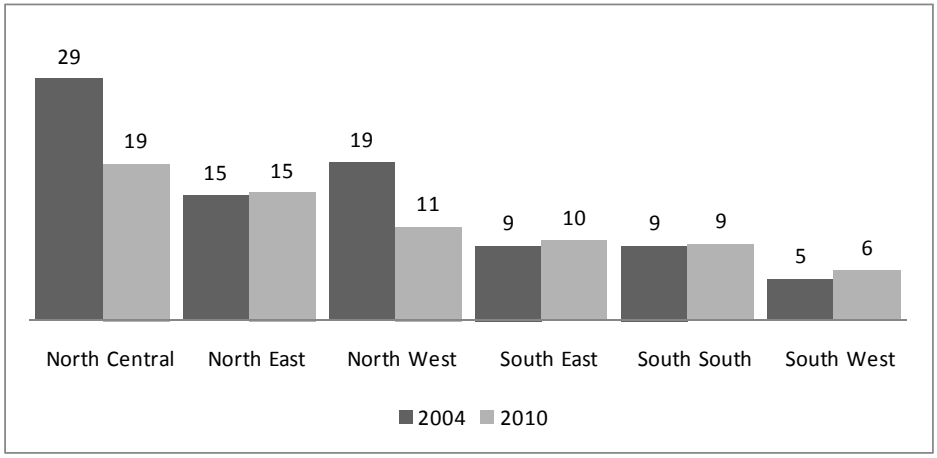
In addition, children from lower socio-economic status households start school later than those from higher socio-economic status households. In the lowest quintile, the mean age of entry was 8 years, compared with 6 years among the highest quintile. Twenty-two percent of the children in the lowest quintile started school over-age (27 percent in 2004), compared with just four percent in the highest quintile (5 percent in 2004). Overall, there has not been limited but positive improvement in age at first attendance since 2004.

Table 7.3 Age at first primary school attendance

Among de jure children age 4-16 who have ever attended school primary school, by timeliness of first primary 1 attendance and mean age at school entry, according to background characteristics, NEDS 2010

Characteristics	Age at first primary 1 attendance: age (<6)	(6-7)	age	Don't	Total	Mean age	Number of children
Sex							
Male	28.8	57.8	11.9	1.6	100.0	7.3	22,994
Female	31.7	56.0	10.7	1.6	100.0	7.2	20,158
Residence							
Urban	34.3	58.3	6.2	1.3	100.0	6.7	15,356
Rural	27.9	56.2	14.2	1.8	100.0	7.5	27,797
Region							
North Central	28.0	51.0	18.8	2.1	100.0	7.9	7,035
North East	29.7	53.3	15.3	1.7	100.0	7.4	4,950
North West	25.7	60.5	11.3	2.6	100.0	8.2	9,419
South East	25.5	63.5	9.6	1.4	100.0	7.1	5,401
South South	34.6	55.1	9.2	1.0	100.0	6.6	7,280
South West	35.8	57.4	6.0	0.7	100.0	6.2	9,067
Economic status							
Lowest	24.4	51.3	22.0	2.3	100.0	8.4	5,605
Second	26.9	55.3	15.7	2.1	100.0	7.8	8,479
Middle	28.0	58.3	12.2	1.5	100.0	7.2	10,088
Fourth	31.5	60.0	7.1	1.4	100.0	7.0	9,593
Highest	37.5	57.3	4.3	0.9	100.0	6.3	9,369
Total	30.1	56.9	11.3	1.6	100.0	7.2	43,153

Figure 7.2 Among Children Who Ever Attended School, Percentage Who Started Primary 1 Over-age, by Region, 2004 and 2010



2004 NDES and 2010 NEDS

Parents or guardians of children who first attended primary school at age 8 or older were asked about reasons the children started school over-age (Table 7.4). For 25 percent of children, the parents and guardians' perception was that the child was too young, or not mature enough, to start school. Males were slightly more likely than females to have started over-age for this reason (27 percent versus 23 percent). Among the regions, children in the South East were least likely to start school over-age for this reason while those in the North West were the most likely (16 percent versus 35 percent). North Central and Northwest regions have reduce the percentage of children who start school over-age (Fig 7.2).

For 32 percent of children, the monetary cost of schooling explains why they started school over-age. A further 25 percent of children were considered too young to start school, a slight improvement, compared with 2004 (30 percent). The third most frequently cited reason for starting school over-age was that the household needed the child's labor (16 percent). Children from less economically advantaged households are more likely than those from more advantaged households to have started school over-age because of the need for their labor (21 percent in the lowest quintile, compared with 7 percent in the highest quintile).

Thirteen percent of children started school over-age at least partly because the nearest school was too far for the child to walk at a young age. Distance to school was given as a reason for children in rural areas somewhat more frequently than for those in urban areas (14 percent versus 8 percent). Distance was not a common factor among the more advantaged children, but was considerably more common among less advantaged children. In general, the relative importance of the reasons for a late enrollment remains the same: high costs, children too young, need for child labor, and distance to school.

Table 7.4 Factors in over-age first-time school attendance

Percentage of de jure children age 8-16 who started primary school over-age, by reasons of starting primary 1 at an age greater than 7, according to background characteristics, NEDS 2010

	Reasons for starting school at an age greater than 7								
Background Characteristics	School too expensive	No school/ school far	Labor need	Considered too young	Priority by gender	Priority to another child	Safety concerns	Other factors	Number of children
Sex	32.0	12.9	14.2	26.6	1.1	3.5	3.6	18.9	3,000
Male	31.1	12.4	17.2	23.2	3.5	3.9	3.0	17.9	2,399
Female									
Residence									
Urban	30.5	7.5	9.2	26.1	2.3	2.9	3.1	21.9	1,094
Rural	31.9	14.0	17.1	24.9	2.1	3.9	3.4	17.6	4,305
Region									
North Central	42.8	10.5	22.5	20.5	2.5	5.0	1.7	10.5	1,443
North East	29.7	19.3	14.0	23.3	2.9	4.5	4.7	18.5	818
North West	15.4	11.0	11.1	34.9	4.0	3.5	2.7	17.9	1,255
South East	31.5	6.1	30.0	16.2	0.6	4.5	3.7	14.2	579
South South	38.5	8.3	9.2	19.2	0.2	2.0	5.7	29.3	724
South West	32.8	24.3	2.9	34.1	0.2	0.8	3.4	30.2	580
Economic status quintile									
Lowest	30.9	19.6	19.8	24.8	2.1	3.1	4.2	13.9	1,187
Second	31.0	12.2	17.3	23.6	2.6	4.2	3.4	18.8	1,283
Middle	32.7	10.6	16.5	24.2	3.1	4.4	2.8	18.4	1,074
Fourth	30.1	6.7	8.9	28.5	2.7	3.5	3.0	16.4	591
Highest	23.3	6.1	6.2	29.6	1.0	1.2	1.3	23.4	301
Total	31.6	12.7	15.5	25.1	2.2	3.7	3.3	18.5	5,399

7.2 Never Having Attended School

Of all children age 6–16 surveyed, 31 percent were reported as never attending school. Of these who never attended, 90 percent were from rural areas, 51 percent from the lowest socio-economic quintile and 84 percent from the North East and North West regions (Table 7.5). Slightly more females (54 percent) than males (46 percent) were reported as having never attended school.

Reasons for Never Having Attended School

Various reasons are given why children aged 6–16 years who have never attended primary school did not attend primary school during the 2009–2010 school years[16] (Table 7.5 and Figure 7.3). The survey defined primary school as formal schooling with academic content, which might be provided by a government school or a private religious or private non-religious school. Religious education without academic content in subjects such as mathematics or English was not considered to be formal academic schooling.

Parents and guardians were asked about a series of factors that might partly explain why a child, who had never attended a formal academic school, did not attend during the 2009–2010 school year. As a result, more than one factor might have been listed, so the percentages in Table 7.5 do not add to 100. This table shows the percentages, by sex, residence, and region for which each factor partly explains why the child did not attend primary school during the 2009–2010 school year. Factors are grouped under four headings: cost-related factors, child factors, school factors, and other factors.

Among primary school-aged children who had never attended primary school, the three most commonly cited factors in not attending in 2009–2010 are distance to school, child labor, and monetary costs. One in three children (32 percent) in this subset did not attend during the 2009–2010 school year in part because the school is too far from their home. Distance was cited as a factor six times as often for children in rural areas as than for those in urban areas (35 percent versus 6 percent). In contrast, in 2004 distance was the third most important factor (20 percent of children), but the relative importance in rural areas remained the same (24 percent rural and 6 percent urban).

A similar proportion of children (32 percent) did not attend in part because of the household's need for their help with domestic work, work on the farm or in the family business, or work for an employer. The need for the child's labor was given as a reason more often for older than younger children (20 percent of children age 6–7, compared with 39 percent of children age 12–16), equally among female and male children (32 percent versus 31 percent), and more often for children in rural than in urban areas (33 percent versus 22 percent). In 2004, labor was the most important factor contributing to non-attendance (34 percent), with similar response rates by age and residence categories.

In addition, 25 percent of the children who had never attended school did not attend in part because there is not enough money to pay for the costs of schooling. The costs might include school fees and related costs such as uniforms or clothing, books and supplies, transportation, private tutoring, etc. Whereas no significant gender differences in the percentage of children for whom monetary cost was a factor in not attending school, the urban–rural differences indicate 25 percent for rural and 34 percent for urban. In 2004, a similar percentage (24 percent) of responses was linked to monetary factors with 29 percent for urban and 25 percent for rural, suggesting a slight decrease in affordability in urban areas.

[16] The survey asked about reasons for children not attending school at the time of the survey because if a child is 12 years old and has never attended school, there may have been various reasons at different points in time. Perhaps at age 6, the child was considered not able to walk the distance to school, but at age 10, the child was needed to do work to support the household.

Seventeen percent of children did not attend because of poor school quality.[17] As expected, among children age 6–7, being too young to attend was cited by parent/guardians in 37 percent of cases.

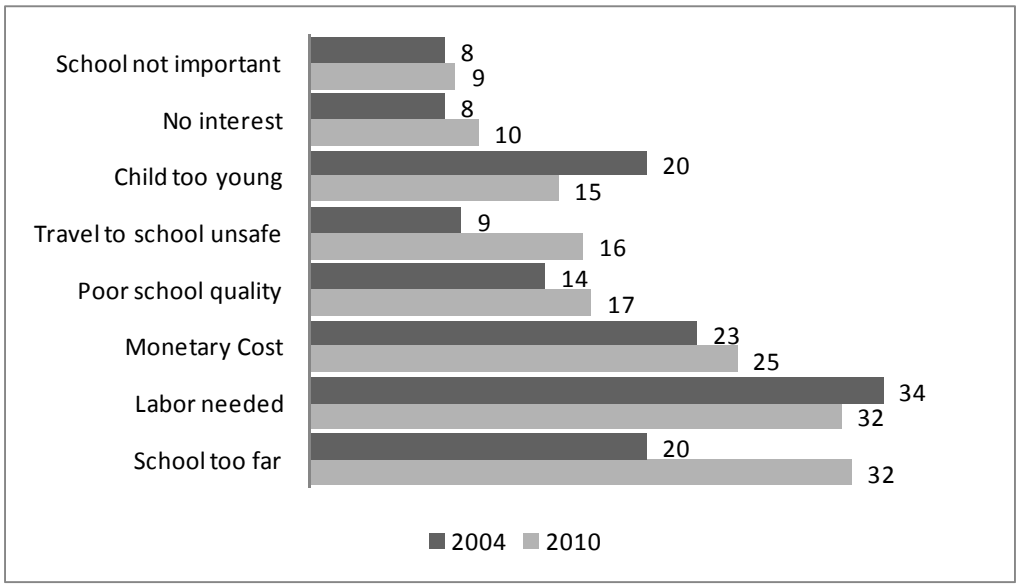
[17] Poor school quality includes one or more of the following factors: teachers not performing well, lack of pupil safety at school, school buildings or facilities being in poor condition, and overcrowded classrooms being overcrowded.

Table 7.5 Factors in children never having attended school

Percentage of de jure children age 6-16 who never attended school, by reasons for not attending school during the 2009-2010 school year and background characteristics, NEDS 2010

	Cost related factors			Child factors			School factors							
Background characteristic	Monetary cost	Labor needed	No interest	Too young	Very sick	Disabled	Travel to school unsafe	School too far	Poor school quality	No good jobs for graduates	School not important	Other factors	Number of Children	Percentage of children who never attended school by background characteristics
Age														
6-7	24.9	19.7	7.0	37.4	0.8	1.1	15.7	31.0	17.3	3.7	6.3	19.6	3,860	28
8-11	26.9	34.1	10.1	8.9	0.9	0.9	17.4	34.3	17.5	4.5	8.6	26.5	5,350	39
12-16	23.9	38.8	12.7	2.2	0.8	1.7	15.3	30.6	15.4	5.4	10.7	34.0	4,403	32
Sex														
Male	25.8	31.3	10.2	15.6	0.7	1.3	17.4	34.6	17.8	5.1	7.7	25.0	6,225	46
Female	24.9	31.7	9.9	14.2	0.9	1.1	15.3	30.1	15.9	4.1	9.5	28.7	7,388	54
Residence														
Urban	33.5	21.9	14.2	21.1	1.3	2.6	4.4	6.1	16.3	4.3	12.8	26.2	1,360	10
Rural	24.4	32.6	9.6	14.1	0.8	1.1	17.6	35.0	16.8	4.6	8.2	27.1	12,253	90
Region														
North Central	35.2	43.2	7.3	15.9	1.8	2.1	9.6	26.4	1.1	0.6	2.9	16.3	1,601	12
North East	35.5	30.8	7.0	12.8	0.6	0.7	21.5	42.3	28.6	4.6	12.0	32.8	4,393	32
North West	16.8	30.1	12.5	15.4	0.6	0.9	14.6	27.6	14.1	5.8	8.5	26.9	7,074	52
South East	19.7	29.2	8.1	29.3	4.2	6.6	7.4	6.4	2.2	0.5	0.0	9.5	127	1
South South	39.5	4.9	11.8	15.6	3.0	18.9	3.2	7.8	2.6	0.7	1.2	20.2	106	1
South West	22.8	24.2	12.9	18.4	1.1	4.1	21.5	42.0	0.4	1.2	2.1	13.1	312	2
Economic status quintile*														
Lowest	25.7	35.9	8.4	12.5	0.5	0.7	22.3	44.0	20.5	4.8	8.1	27.1	6,935	51
Second	22.7	30.1	11.1	15.7	0.9	1.2	12.9	24.8	13.1	5.2	9.6	27.6	3,771	28
Middle	27.6	25.8	13.5	17.1	0.9	1.9	5.3	8.6	12.3	1.9	10.2	27.4	1,556	11
Fourth	35.6	16.0	11.8	25.7	1.9	3.2	3.4	8.5	17.6	4.0	12.2	23.1	596	4
Highest	26.3	20.2	3.2	22.3	2.7	5.5	0.0	0.0	16.3	7.2	3.2	34.7	105	1
Total	25.3	31.5	10.1	14.8	0.8	1.2	16.3	32.1	16.8	4.6	8.7	27.0	13,613	100

Figure 7.3 Selected Factors in Not Attending School during the 2009–2010 School Year, among Children Who Have Never Attended School



2004 NDES AND 2010 NEDS

7.3 Pupil Dropout

The 2010 NEDS defines pupil dropouts as those who attended primary school or higher at some point in time and no longer attend school. This group of pupils includes those who attended a class without completing the year as well as pupils who completed a class of schooling before leaving school.

The percentage distribution of school dropouts by class completed at the time of dropout (Table 7.6) shows that 9 percent of pupils who dropped out during primary school left without completing primary 1 or just after completing primary 1. This compares favorably with 2004 where 20% of dropouts were reported in primary 1. Almost half (49 percent) of those who have left school dropped out during or after primary 6, with no difference between gender or residence. In 2004, primary 6 represented 39 percent of all dropouts, so we can see a shift over time to the majority of the drop outs taking place after primary 6. The mean drop out age in 2010 is 11 years, whereas the mean age of drop out in 2004 was 10 years, reflecting a trend of drop out occurring later in the primary cycle.

Table 7.6 Primary school dropouts by educational attainment and age at drop out

Percent distribution of the de jure school dropouts age 4–16 by class completed at drop out, according to background characteristics, 2010 NEDS

Background characteristic	Primary class completed: Did not complete level 1	1	2	3	4	5	6	Total	Number of dropouts	mean age at drop out
Sex										
Male	0.4	9.3	13.4	11.8	8.8	7.5	48.8	100.0	934	10.9
Female	0.0	9.0	12.5	12.6	9.7	7.9	48.3	100.0	955	10.9
Residence										
Urban	0.0	8.6	12.7	10.1	10.9	11.2	46.4	100.0	337	11.1
Rural	0.2	9.3	13.0	12.7	8.9	6.9	49.0	100.0	1,552	10.8
Total	0.2	9.1	13.0	12.2	9.2	7.7	48.5	100.0	1,889	10.9

Information on why children age 4–16 dropped out of primary school, either during the cycle or at the end of primary school (Table 7.7 and Figure 7.4). As shown in Chapter 5 and confirmed above, drop out in the primary cycle is uncommon. Parents and guardians were asked about many factors that might partly explain why a child dropped out of school. More than one factor might have been listed, so the percentages in Table 7.7 do not add to 100.

As was the case with factors in never having attended school, the monetary and nonmonetary costs of schooling are common factors in primary school dropout. For almost one in three (33 percent) of the children who had dropped out of school, the monetary cost of schooling was cited as a factor for dropping out. One in six children (17 percent) left school at least in part because of labor needs at home.

Among the child-related factors, the most common reason given for dropping out was that the child was no longer interested in attending school (27 percent). This reason was cited more often for male than for female pupils (30 percent versus 24 percent). Of the school-related factors, the unavailability of junior secondary school places (10 percent) was the most important factor, with distance to school representing 8 percent of cited reasons (with a large urban–rural disparity).

In comparison with 2004, school-related factors (quality, distance, and access to further education) are considerably less important reasons for dropping out. Cost and child-related factors (money, labor, and interest) remain important factors (Figure 7.4).

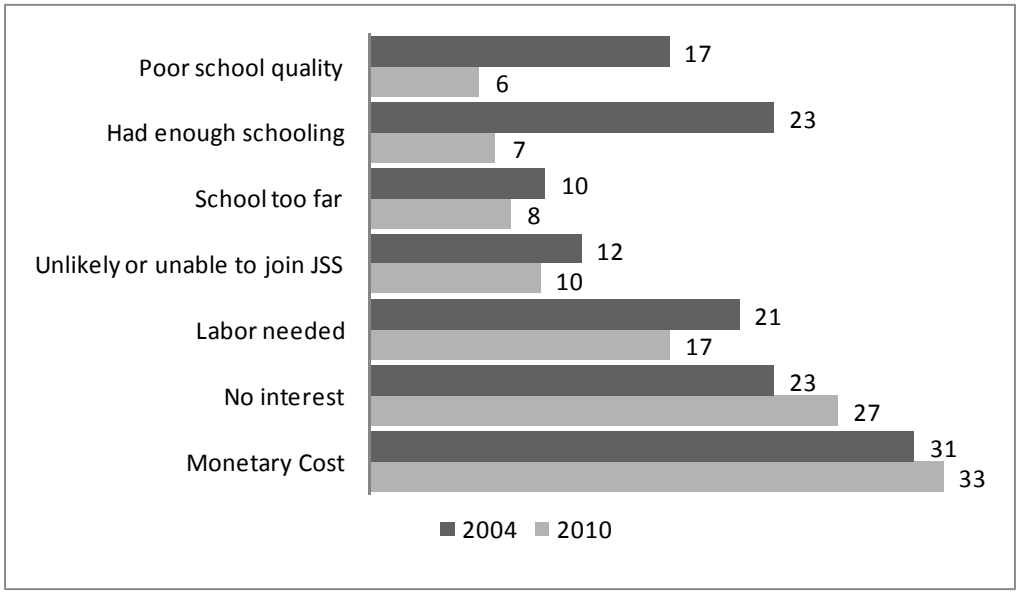
Table 7.7 Factors in school pupil dropouts

Among de jure children age 4-16 who dropped out of primary school , the percentage who dropped out for specific reasons and the mean age of dropouts,by background characteristics, NEDS 2010

	Cost related factors			Child factors				School factors							
Background characteristic	Monetary cost	Labor needed	No interest	Failed exams	Had enough schooling	Very sick	Disabled	Travel to school unsafe	School too far	Poor school quality	Unlikely/ Unable to join JSS	Unlikely/ Unable to join SSS	Other factors	Number of dropouts	Mean age at dropout
Sex															
Male	35.7	16.6	29.8	5.7	7.9	2.4	1.8	2.3	7.7	6.7	9.2	0.0	30.5	934	10.9
Female	29.7	17.6	23.6	4.5	6.5	3.9	1.4	2.9	7.2	5.6	10.2	0.0	38.2	955	10.9
Residence															
Urban	40.4	12.9	23.8	4.2	6.5	3.8	2.3	1.1	1.6	2.6	5.8	0.0	33.4	337	11.1
Rural	30.9	18.0	27.3	5.3	7.3	3.0	1.4	2.9	8.7	7.0	10.5	0.0	34.6	1,552	10.8
Region															
North Central	48.3	22.0	18.9	0.6	3.5	4.6	0.5	3.1	4.8	3.2	7.7	0.0	22.9	323	11.2
North East	30.9	20.4	19.9	2.6	8.2	4.0	1.4	3.7	8.1	10.9	7.3	0.0	37.6	302	10.7
North West	17.9	18.8	28.3	6.5	6.2	2.2	0.8	2.7	10.0	8.8	16.9	0.0	39.2	781	10.6
South East	51.2	11.0	18.3	2.9	7.0	5.3	8.2	3.1	1.6	0.0	1.2	0.0	36.2	67	12.4
South South	58.0	11.6	23.2	3.0	5.8	3.5	3.8	1.4	8.6	0.9	0.9	0.0	25.7	149	10.6
South West	40.1	6.8	42.8	11.0	14.2	2.3	2.6	1.0	3.4	1.2	0.7	0.0	35.1	267	11.1
Economic status quintile*															
Lowest	29.0	22.7	25.2	4.6	8.7	3.0	0.9	3.4	11.3	10.6	14.0	0.0	31.5	534	10.8
Second	28.9	20.7	30.6	5.7	7.9	3.3	1.2	2.7	6.9	7.7	10.3	0.0	34.4	545	10.6
Middle	32.6	16.0	24.4	5.0	5.5	1.6	0.7	3.5	6.3	3.3	9.0	0.0	38.2	273	11.0
Fourth	31.8	7.8	23.0	4.3	4.3	3.2	4.2	1.4	4.8	3.6	10.2	0.0	38.3	168	11.5
Highest	32.7	3.2	17.2	5.3	5.2	1.6	1.3	0.0	0.0	0.0	6.9	0.0	43.2	74	11.1
Total	32.6	17.1	26.6	5.1	7.2	3.1	1.6	2.6	7.5	6.2	9.7	0.0	34.4	1,889	10.9

* Values based on imputation

Figure 7.4 Selected Factors in Dropping Out of School, among Pupils Who Have Dropped Out of School



2004 NDES and 2010 NEDS

8. HOUSEHOLD EXPENDITURE ON SCHOOLING

The cost of schooling to households includes the monetary costs associated with schooling, other non-monetary contributions such as the time spent by children in school and travelling to and from school, and other household members' time and labor in support of children's schooling. These costs of schooling, both monetary and non-monetary, may be difficult for some households to bear and may in some cases be so burdensome as to keep children from ever attending school or result in children leaving school. This chapter focuses on household expenditures on children's schooling at the primary and secondary levels. The following chapter, Chapter 9, presents information on other costs of schooling borne by households, such as time devoted to school by children and other household members.

8.1 Overview of Expenditures on Primary Schooling

The 2010 NEDS collected information about whether households spent money on each pupil's schooling during the 2009–2010 school year, and if so, how much was spent on which items. Questions were asked specifically about possible costs, including tuition, parent–teacher association (PTA) fees, exam fees, boarding fees, uniforms and clothing, books and supplies, transportation, food, extra lessons, and other types of expenditures. It must be emphasized that the parent/guardian respondent was asked about expenditures made by members of the household, rather than all expenditures made on the pupil's behalf. If, for example, the household did not spend money on the school development levy, but an uncle living in another household paid this levy, the expenditure was not recorded for that pupil because it was not made from within the pupil's household.

The tables in this section of the chapter present data on per-pupil household expenditures on schooling. The discussion includes the type of school pupils attend because both the incidence and magnitude of expenditures are expected to differ according to the type of school attended. Table 8.1 presents information on the incidence of expenditure, or the percentage of pupils whose households spent money on each item, according to the background variables of sex, residence, region, school type, and household economic status.

The mean total sum spent on each pupil during the 2009–2010 school year and expenditure data for pupils with non-zero expenditures on various items such as tuition, school supplies, etc. are presented in Table 8.2 and Table 8.3. Table 8.3 illustrates how much money was spent on each item, on average, among pupils whose households spent any money on that item.

8.2 Cost Incidence and Total Expenditures

Virtually all (99 percent) of primary school pupils' households spent money on primary schooling during the 2009–2010 school year, regardless of the pupil's sex, urban–rural residence, region, economic status, or the type of school attended (Table 8.1). Overall, the most frequently incurred expenditures are on school supplies (including textbooks, exercise books, pens, pencils, etc.), handworks (or arts and crafts supplies) and on uniforms and clothing needed for school (including shoes). Ninety-seven percent of pupils' households spent money on books and school supplies, 92 percent on school clothing or uniforms. In addition, 63 percent contributed to PTA fees and half of pupils' households spent money on food, and paid exam fees. The same categories were predominant in 2004, with 99 percent of households making expenditures on books and supplies, 89 percent contributing to uniforms and clothing, 72 percent on PTA fees, 64 percent contributed to food and 48 percent for exam fees. In contrast only, in 2010, 92 percent of households contributed to handworks, a noticeable increase in the 16 percent of households that contributed to handworks in 2004.

Table 8.1 Household expenditures on primary schooling for school pupils

Percentage of primary school pupils whose households spent money on various costs of schooling in the 2009 - 2010 school year, by expenditure and background characteristics, NEDS 2010

	Expenditures on primary schooling														
Background characteristic	Tuition	School Develop-ment Levy	PTA fees	Exam fees	Board-ing fees	Furni-ture tools and utensils	Uniforms and clothing	Books and supplies	Hand-works	Trans-port	Food	Extra Lessons	Other fees	One or more types of expendi-tures	Number of Children
Sex															
Male	29.4	29.5	62.9	48.5	0.2	6.8	92.2	96.7	92.3	4.6	57.4	23.0	29.8	99.3	16,033
Female	32.1	31.3	63.1	50.6	0.0	7.1	92.0	96.4	91.8	5.2	57.2	25.2	31.0	99.1	13,723
Residence															
Urban	47.6	36.9	71.3	58.7	0.1	7.2	94.6	98.4	94.5	8.3	66.6	40.9	31.7	99.5	9,866
Rural	22.2	27.1	58.9	44.9	0.1	6.8	90.9	95.6	90.9	3.2	52.7	15.7	29.6	99.1	19,889
Region															
North Central	41.2	47.5	89.6	49.6	0.1	11.4	93.7	97.8	95.5	3.4	44.6	14.6	23.3	99.2	5,076
North East	11.5	15.0	59.0	14.7	0.0	2.3	79.2	90.4	87.1	2.0	54.6	3.5	14.2	97.8	3,760
North West	12.2	10.9	42.0	15.0	0.0	2.1	88.6	93.2	81.9	1.6	69.0	4.3	15.8	99.2	6,960
South East	48.6	27.9	79.5	74.3	0.1	25.2	98.3	99.4	98.0	4.2	30.9	43.1	59.0	99.7	3,555
South South	31.5	21.1	43.1	73.3	0.1	3.4	94.8	99.1	94.9	7.9	43.6	29.3	47.1	99.3	4,775
South West	44.5	58.4	74.0	79.5	0.3	3.6	97.6	99.6	98.6	10.1	84.3	54.2	33.1	99.8	5,629
School type															
Government	10.3	22.2	57.4	39.8	0.0	5.4	90.8	95.7	90.5	2.2	55.1	11.4	28.4	99.2	21,893
Non Government	89.4	53.9	79.5	77.8	0.3	11.4	96.4	99.4	97.0	12.6	63.5	61.0	36.1	99.7	7,588
Economic status quintile*															
Lowest	12.4	19.5	51.1	21.7	0.0	4.9	81.8	91.7	85.9	1.0	49.2	2.5	16.0	98.0	3,781
Second	11.2	21.1	53.4	30.7	0.0	5.3	88.6	93.1	86.1	1.3	55.6	6.6	20.7	99.2	5,329
Middle	20.0	26.2	62.5	42.1	0.1	6.7	92.8	96.6	92.1	2.8	54.5	12.6	29.5	99.2	5,378
Fourth	34.0	30.1	66.7	53.9	0.1	6.3	93.1	98.3	93.9	5.1	63.5	26.9	31.5	99.3	4,354
Highest	68.1	45.3	73.8	63.2	0.3	6.1	95.8	99.1	95.6	11.8	68.7	54.9	32.6	99.7	3,515
Total	30.6	30.3	63.0	49.5	0.1	7.0	92.1	96.5	92.1	4.9	57.3	24.1	30.3	99.2	29,755

*Statistics based on imputed data

The average annual household expenditure per pupil on primary schooling by type of expenditure and background characteristics are discussed more fully below, in conjunction with Table 8.3.

Although nearly all primary school pupils' households spent money on their schooling in the 2009–2010 school year (on average ₦7,691), the total amount of money spent per child differs according to various background characteristics (Table 8.2). Among pupils in urban areas, the mean expenditure on schooling (₦13,832) was three times higher than the mean expenditure among pupils in rural areas (₦4,632).[18] In 2004, the per-pupil expenditure was slightly higher (on average ₦7.918) even without taking into account inflation, and the urban–rural disparity was considerably less difference (expenditure in urban areas was twice as much).

[18] US$1 = ₦150 (March 2010)

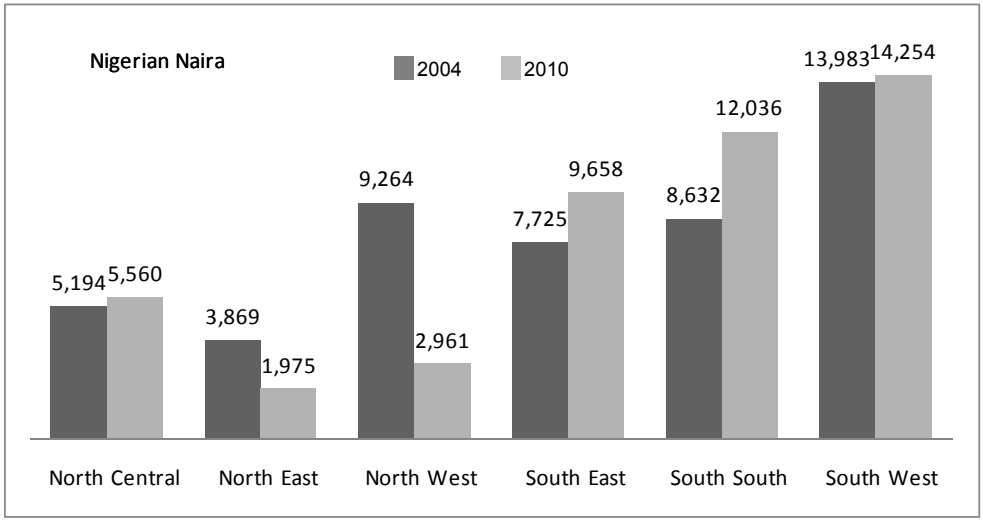
Table 8.2 Per-pupil household expenditure on primary schooling for pupils

Average annual per-pupil household expenditure (in Nigerian Naira) on primary schooling in the 2009-2010 school year, by background characteristics,

Background Characteristics	Mean total expenditures (Nigerian Naira)	Number of primary school pupils
Sex		
Males	7,618.5	16,033
Females	7,776.4	13,723
Residence		
Urban	13,831.7	9,866
Rural	4,631.7	19,889
Region		
North Central	5,559.6	5,076
North East	1,974.9	3,760
North West	2,961.5	6,960
South East	9,657.9	3,555
South South	12,036.1	4,775
South West	14,253.6	5,629
School type*		
Government	3,660.1	21,893
Non Government	19,316.8	7,588
Economic status quintile*		
Lowest	1,944.3	3,781
Second	2,634.4	5,329
Middle	3,887.7	5,378
Fourth	6,718.4	4,354
Highest	20,214.6	3,515
Total	7,691.2	29,755

*Statistics based on imputed data

Figure 8.1 Mean Annual Per-pupil Household Expenditure on Primary School, by Region (in Nigerian Naira)

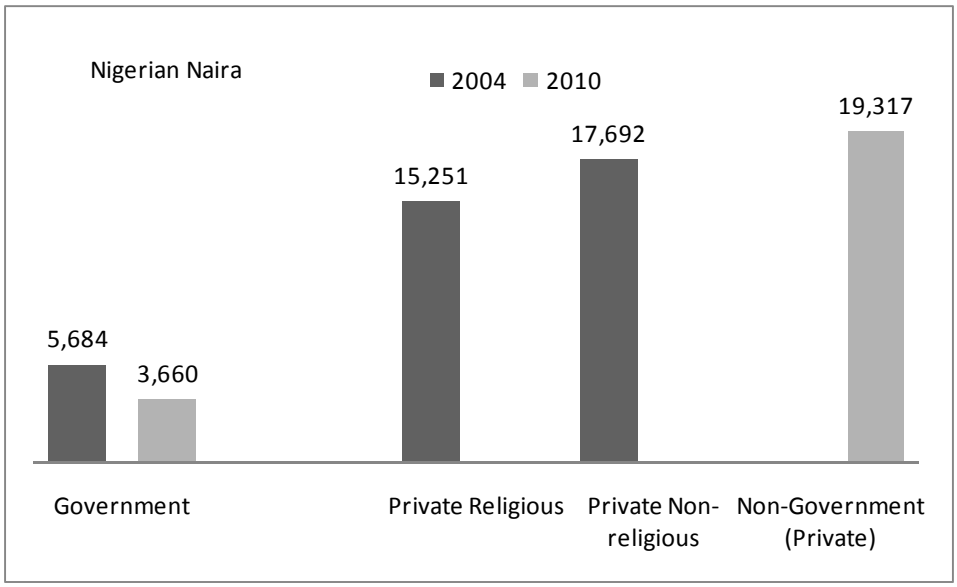


2004 NDES and 2010 NEDS

Comparison of 2004 and 2010 per-pupil household expenditures shows a considerable drop in the North East and North West zones and a small increase for all other zones.

The mean annual expenditure for pupils attending private schools far exceeds that for pupils attending government schools (Figure 8.2). Per-pupil household expenditure for pupils in government schools has declined by half since 2004. (For 2004 data are available for two groups of private schools, whereas in 2010, expenditure data were collected for all non-government schools as a whole.)

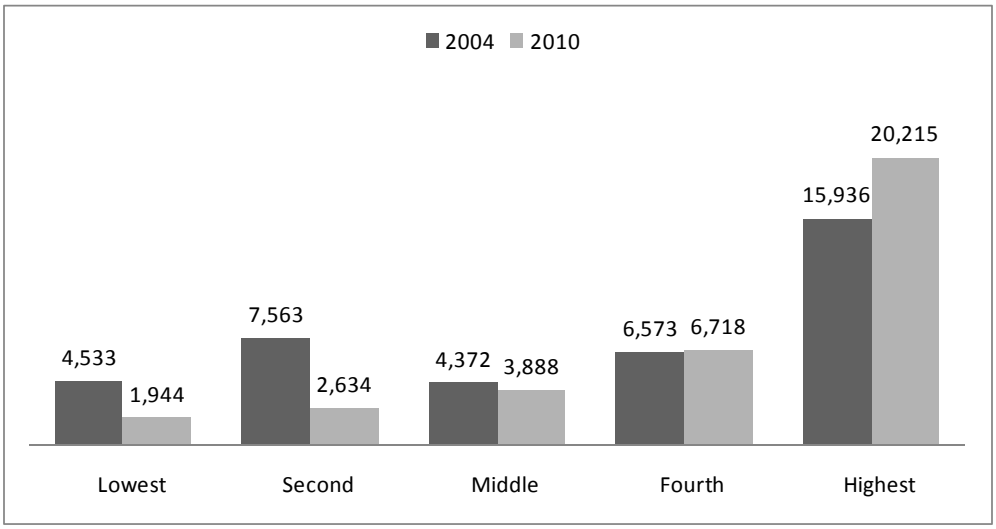
Figure 8.2 Mean Annual Per-pupil Household Expenditure on Primary School By School Type (In Nigerian Naira)



2004 NDES and 2010 NEDS

As might be expected, the more economically advantaged the household, the greater the mean total expenditure per pupil (Table 8.2 and Figure 8.3). Mean total expenditure on a pupil from the highest quintile (₦20,215) was more than ten times as high as the mean total expenditure on a pupil from the lowest quintile (₦1,944). In comparison with 2004, the 2010 data indicate a higher correlation between socio-economic status and per-pupil household expenditures on education. As a corollary, lower socio-economic groups are spending less on education in 2010 than in 2004.

Figure 8.3 Mean Annual Per-Pupil Household Expenditure on Primary School, By Economic Status Quintile (In Nigerian Naira)



2004 NDES and NEDS 2010

Specific Non-zero Expenditures

This section of the chapter combines information on the incidence of expenditure (Table 8.1) with information on the mean non-zero expenditures on various items (Table 8.3). This approach allows for a more realistic comparison of prices paid by pupils' households for school costs. Non-zero expenditure is simply the average expenditure for all primary school pupils who spent money in a specific cost category. For example, since only 31 percent of pupils spent money on tuition, then the mean expenditure would be calculated using the actual number of pupils whose households spent money on this cost. In this section, we provide closer examination of trends for those items where the majority of households reported non-zero expenditures.

Uniforms, Clothing, and Shoes Bought for Use at School

Nine in ten pupils' households spent money on uniforms, clothing, and shoes bought primarily for use at school, and the mean non-zero expenditure was ₦1,226 for the 2009–2010 school year, slightly higher than the ₦828 in 2004. Households spent slightly more on female (₦1,239) than on male pupils (₦1,215), and those in urban areas spent more than those in rural areas. Private school pupils spent more on uniforms and clothing than government school pupils, and those in the most advantaged quintile spent twice as much as did those in the lowest quintile (₦1,818 versus ₦817). These trends hold for both government and private schools.

School Supplies

Nearly all pupils' households (97 percent as shown in Table 8.1) paid for school supplies, including textbooks, exercise books, pens and pencils, school bags, etc. On average, per-pupil household expenditure was ₦1,086 on school supplies, slightly less than in 2004 (₦1,124). Pupils' households in urban areas spent about twice as much on supplies as did those in rural areas (₦1,518 versus ₦867). In the south, pupils' households spent considerably more than did those in the north. Pupils in private schools spent over twice as much on school supplies as did pupils in government schools. Per-pupil household expenditure on supplies in the highest quintile averages ₦1,856, compared with ₦458 in the lowest quintile. These trends hold whether a pupil was in a government or private school.

Handworks

When asked about expenditures on other school items, nine out of ten parent/guardians listed expenditures on handworks (arts and crafts) for pupils. On average, pupils' household spending on handworks was ₦209 for the school year, which was almost the same as 2004 (₦211). Unit expenditure in government and private schools was similar.

PTA Fees

Sixty-three percent of pupils' households paid the PTA fee, and on average, those who paid the fee spent ₦453, more than twice as much as the 2004 reported unit expenditure of ₦218. PTA fees were ₦339 for government schools and 883 for private schools. More households in the economically advantaged quintiles than those in the less economically advantaged quintiles paid PTA fees.

Examination Fees

About half of pupils' households spent money on examination fees during the 2009–2010 school year, and among pupils whose households spent money on examination fees, the mean per-pupil expenditure was ₦540, slightly higher than the ₦309 paid in 2004. Expenditures were higher among pupils in urban

than in rural areas. In government schools, per-pupil expenditure was approximately half that of private schools (₦423 versus ₦803)

Food

More than half of pupils' households spent money on food or snacks for pupils to eat during the school day (Table 8.1). These expenditures may have been on lunch or snacks bought on the way to school or at school or on food bought by the household for the child to take to school. Among those pupils whose households spent money on food, expenditures were fairly small at ₦262, ranking only ahead of handworks. In 2004, the reported per-student expenditure on food was ₦4,305. Expenditure on food in government schools (₦209) is not much different than in private schools (₦395).

Tuition

Thirty-one percent of pupils' households paid tuition (Table 8.1). Among children with non-zero expenditures on tuition, the mean annual tuition expenditure was ₦8,988, although this masks variation in expenditure by residence, region, school type, and economic status (Table 8.3). Households in urban areas were more likely to have paid tuition than those in rural areas (48 percent versus 22 percent, as shown in Table 8.1); furthermore, those in urban areas spent considerably more on a pupil's tuition (₦12,981) than households in rural areas (₦5,325). As expected, 89 percent of pupils in private schools paid tuition. More surprisingly, 10 percent of pupils in government schools were reported to have paid tuition.

In comparing private with government schools, tuition is ₦10,943 and ₦3,686, respectively. Tuition payments for government schools are higher in the southern zones than the northern. Otherwise, all trends remain similar.

Table 8.3 Non-zero per-pupil household expenditures on primary schooling for school pupils

Average annual per pupils household expenditure (in Nigeria Naira) on primary schooling in the 2009–2010 school year for primary school pupils with average non-zero expenditures by type of expenditure and background characteristics, 2010 NEDS

	Mean per-pupil household expenditures on primary schooling (in Nigerian Naira)													
Background characteristic	Tuition	School develop-ment levy	PTA fees	Exam fees	Boarding fees	Furniture tools and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra Lessons	Other fees	Number
Sex														
Male	9,288.7	672.3	443.9	533.9	**	1,095.2	1,214.8	1,064.7	207.8	1,725.3	273.6	3,616.8	761.9	16,033
Female	8,659.7	727.6	464.1	546.7	**	1,078.7	1,238.5	1,110.9	211.0	1,749.0	248.8	3,617.8	707.7	13,723
Residence														
Urban	12,980.5	976.5	600.0	653.6	**	1,192.1	1,532.9	1,517.7	228.8	2,315.5	402.1	4,734.0	1,042.6	9,866
Rural	5,325.0	571.9	383.3	480.5	**	1,052.2	1,069.8	866.7	198.8	1,012.9	174.5	2,284.4	575.2	19,889
Region														
North Central	3,478.2	383.7	347.1	289.9	**	1,016.2	987.2	907.9	241.8	3,510.5	531.5	3,160.6	426.5	5,076
North East	3,307.4	225.0	145.5	194.6	**	318.5	656.6	473.3	133.8	2,313.3	300.5	1,721.5	451.5	3,760
North West	6,804.4	691.7	160.0	148.5	**	380.1	800.2	522.8	201.4	1,353.7	162.7	3,236.5	610.4	6,960
South East	6,327.0	676.2	648.3	437.1	**	1,081.6	1,470.4	1,491.8	292.2	2,145.4	1,023.1	1,336.8	694.4	3,555
South South	12,511.0	1,261.2	898.7	797.0	**	1,634.1	1,937.9	1,562.2	229.8	1,175.8	142.7	5,336.0	707.7	4,775
South West	14,303.8	733.0	660.7	571.9	**	1,544.7	1,473.4	1,614.2	148.4	1,520.0	95.8	4,078.7	1,166.5	5,629
School type														
Government	3,685.7	503.2	339.3	423.3	**	978.6	1,019.4	852.2	191.4	1,024.5	209.3	2,569.5	528.4	21,893
Non-government	10,943.8	1,198.9	882.6	802.6	**	1,351.2	1,816.5	1,744.5	247.0	2,135.0	395.7	4,235.6	1,211.9	7,588
Economic status quintile*														
Lowest	2,285.1	317.4	252.2	392.3	**	988.6	776.7	458.4	146.2	858.8	221.3	1,633.2	456.7	3,781
Second	2,881.7	527.0	286.4	376.6	**	842.4	845.4	610.8	169.7	870.3	193.9	1,814.8	428.4	5,329
Middle	4,013.6	484.4	307.6	421.2	**	931.8	978.5	817.3	199.3	1,035.9	134.3	2,259.6	478.2	5,378
Fourth	5,842.7	646.2	385.4	474.9	**	1,115.5	1,217.1	1,087.8	195.5	1,798.2	344.4	2,609.7	694.1	4,354
Highest	14,613.9	1,246.3	787.5	767.0	**	1,297.8	1,739.3	1,856.3	266.9	2,156.6	353.8	5,493.1	1,441.1	3,515
Total	8,987.5	698.1	453.0	539.9	**	1,087.5	1,225.7	1,085.9	209.3	1,736.9	262.2	3,617.3	736.3	29,755

* Statistics based on imputed data
**Statistics based on only 12 cases

Summary

After a detailed discussion of the expenditures on various school costs, a brief summary is useful to underscore the main findings. Perhaps most important to emphasize is that virtually all primary school pupils' households (nearly 100 percent) spent money on schooling. Nearly all pupils' households spent money on books and supplies, and nine in ten (92 percent) spent money on handworks, and school uniforms and clothing. Six in ten pupils' households spent money on PTA fees, and one in two pupils household spent money on food. About one-quarter of pupils' households spent money on extra lessons, a third on the school development levy, and on tuition. Less common were expenditures on furniture, transport, and boarding fees.

The findings suggest that there is some discretionary expenditure on primary schooling, including those on extra lessons that households may or may not spend money on for their children attending primary school. On the other hand, there are also items bought by a very high percentage of households such as school supplies, handworks, and uniforms and clothing, which suggests that some of the costs of schooling are borne by nearly all households with children in school. Although households are unlikely to avoid having to spend some money on schooling, they can minimize how much is spent on various costs—as indicated by the differential amounts spent by households of higher versus lower economic status, for instance.

8.3 Sources of Support for the Monetary Costs of Primary Schooling

Parent/guardians were asked about the various sources of monetary support for each child's primary schooling during the 2009–2010 school year. These sources include those within the pupil's household (from the child's parents and/or other household members or from the pupil himself or herself) and from outside the household (from extended family, a bursary or scholarship, borrowing, or a gift from a non-relative).

Table 8.4 Sources of support for the monetary cost of primary schooling

Percentage of primary school pupils who received support from various sources in the 2009-2010 school year, by background characteristics, NEDS 2010

	Sources of support							
Background Characteristics	One or both parents/ household	Child himself/ herself	Extended family	Scholarship	Borrowing	Gift from non-relative	One or more sources of support	Number of children
Sex								
Male	96.9	1.4	8.0	1.3	6.5	1.5	98.2	16,033
Female	96.9	0.7	8.7	1.4	5.9	1.6	98.1	13,723
Residence								
Urban	96.6	0.9	9.5	0.6	4.8	1.7	97.7	9,866
Rural	97.1	1.1	7.7	1.7	6.9	1.5	98.4	19,889
Region								
North Central	98.6	1.5	5.9	0.1	4.0	1.5	99.6	5,076
North East	87.9	2.9	9.2	0.3	5.2	1.8	91.5	3,760
North West	97.1	1.1	3.8	5.0	2.5	1.3	98.2	6,960
South East	97.4	0.5	18.8	0.4	9.9	1.5	98.3	3,555
South South	98.8	0.2	7.9	0.2	12.9	1.7	99.8	4,775
South West	99.3	0.5	9.4	0.1	5.6	1.7	99.8	5,629
Economic status quintile*								
Lowest	94.5	1.9	6.2	3.3	4.0	1.3	96.9	3,781
Second	96.5	1.5	5.5	2.5	6.1	1.2	97.8	5,329
Middle	96.2	1.5	9.3	1.1	5.3	1.4	97.6	5,378
Fourth	97.4	0.6	7.4	0.8	5.7	1.6	98.4	4,354
Highest	97.4	0.2	6.7	0.6	3.0	1.4	98.1	3,515
Total	96.9	1.1	8.3	1.3	6.2	1.6	98.2	29,755

*Statistics based on imputed data

Ninety-seven percent of pupils received support from one or both parents, or from the household (Table 8.4), which is identical to the results from 2004. Eight percent received support from extended family, 6 percent from borrowing, 2 percent as a gift from a non-relative, 1 percent from the youth himself/herself, and 1 percent from a bursary or scholarship.

8.4 Overview of Expenditures on Secondary Schooling

The 2010 NEDS also collected information about whether households spent money on each student's secondary schooling during the 2009–2010 school year, and if so, how much was spent on which items. The tables in this section of the chapter, like those in the earlier sections, present data on per-student household expenditures but specifically on secondary schooling. Table 8.5 presents information on the

incidence of expenditure, or the percentage of students whose households spent money on each item, according to the background variables of sex, residence, region, and household economic status.[19]

Table 8.6 presents the mean total sum spent on each student during the 2009–2010 school year. Table 8.7 presents expenditure data for students with non-zero expenditures on various items such as tuition, school supplies, etc. This table illustrates how much money was spent on each item, on average, among students whose households spent any money on that item. Expenditure on junior secondary school students in both government (Table 8.7.1) and private secondary schools (Table 8.7.2) are also presented.

Cost Incidence and Total Expenditures

Virtually all (99 percent) secondary students' households spent money on secondary schooling during the 2009–2010 school year, as was the case in 2004. The most frequently incurred expenditures were on school supplies (including textbooks, exercise books, pens, pencils, etc.), uniforms and clothing needed for school (including shoes), and on handworks. Ninety-nine percent of students' households spent money on school supplies, 96 percent bought school clothing or uniforms, and 96 percent paid for handworks materials. Seventy-three percent of students' households paid PTA fees, 64 percent spent money on food, and 66 percent of students' households paid examination fee. In 2004, similar trends prevailed, except handworks were of less importance and more households spent money on tuition.

The incidence of expenditure, and differences by household and student characteristics, are discussed more fully later in conjunction with Table 8.7.

Table 8.5 Household expenditures on secondary schooling for school students

Percentage of secondary school students whose households spent money on various costs of schooling in the 2009–2010 school year, by expenditure and background characteristics, NEDS 2010

	Expenditures on secondary schooling														
Background characteristic	Tuition	School develop-ment levy	PTA fees	Exam fees	Boarding fees	Furniture tools and utensils	Uniforms and clothing	Books and supplies	Hard-works	Trans-port	Food	Extra Lessons	Other fees	One or more types of expendi-tures	Number of students
Sex															
Male	51.5	43.4	71.7	63.9	3.7	24.2	95.9	98.8	96.3	18.3	63.6	38.8	30.2	99.3	5,723
Female	52.3	44.9	73.3	67.6	4.0	25.0	96.3	99.0	96.4	21.1	63.6	44.6	32.2	99.4	5,177
Residence															
Urban	49.2	43.1	71.3	61.9	4.7	20.6	96.5	98.9	96.0	24.3	71.2	46.8	28.1	99.4	4,912
Rural	54.0	44.9	73.4	68.7	3.2	27.8	95.8	98.9	96.7	15.7	57.4	37.3	33.6	99.4	5,988
Region															
North Central	78.9	71.9	91.7	73.1	4.6	28.7	96.0	98.3	96.5	12.8	57.3	30.5	21.2	98.8	1,538
North East	47.9	56.4	80.0	53.6	7.1	9.4	89.7	96.9	92.9	12.4	63.2	7.8	29.3	98.6	838
North West	52.8	24.7	60.6	39.2	3.2	2.9	96.4	98.4	93.2	18.2	74.3	8.1	29.5	99.4	1,567
South East	77.3	37.9	87.5	81.4	5.5	71.4	98.5	99.7	98.5	12.8	37.0	63.4	30.1	99.9	1,713
South South	40.8	27.6	53.0	69.5	3.2	20.5	94.2	99.2	95.6	18.2	49.3	39.9	44.7	99.3	2,246
South West	32.4	52.5	72.6	67.1	2.4	14.4	97.8	99.3	98.2	30.8	87.4	62.8	28.0	99.6	2,999
Economic status quintile*															
Lowest	47.9	43.9	72.4	52.6	4.5	13.7	93.9	97.9	95.1	11.9	58.5	14.1	29.2	99.2	501
Second	51.2	45.0	71.9	60.8	2.1	20.3	94.3	97.7	94.1	12.7	59.4	19.0	27.6	98.3	1,117
Middle	53.7	46.7	73.8	65.3	2.3	20.9	95.7	99.1	96.5	11.1	58.0	27.6	30.4	99.7	1,514
Fourth	47.4	40.3	72.1	62.8	2.9	21.8	94.7	97.9	94.9	18.3	64.0	39.6	29.1	98.7	1,810
Highest	55.1	45.1	68.6	59.4	6.9	18.5	96.0	99.3	96.6	30.3	75.6	49.7	28.9	99.6	2,121
Total	51.9	44.1	72.5	65.6	3.8	24.6	96.1	98.9	96.4	19.6	63.6	41.5	31.1	99.4	10,900

*Statistics based on imputed data

[19] Because the overwhelming majority of secondary school students attend government schools, the tables in this chapter, and in others, do not present results by school type, in part, because the sample size is inadequate for schools of other types.

At the secondary level, students' households spent about twice as much per student than did primary school pupils' households (₦18,448 at the secondary level, compared with ₦7,691 at the primary level). Overall per-pupil expenditure on secondary education has declined from ₦20,628 in 2004. Patterns seen here are similar to those of primary spending. One interesting change is a shift from equal per student expenditures by residence in 2004 (₦20,947 in urban compared with ₦20,283 in rural) to marked urban–rural disparity in 2010 (₦23,244 and ₦14,511, respectively).

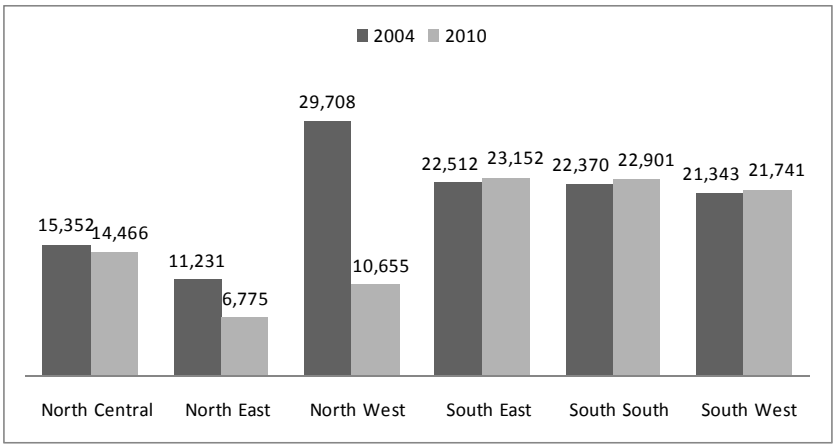
Table 8.6 Per-student household expenditures on secondary schooling for students

Average annual per-student household expenditure (in Nigerian Naira) on secondary schooling in the 2009-2010 school year, by background

Background Characteristics	Mean total expenditures (Nigerian Naira)	Number of primary school pupils
Sex		
Males	17,799.8	5,723
Females	19,162.9	5,177
Residence		
Urban	23,244.3	4,912
Rural	14,511.3	5,988
Region		
North Central	14,466.2	1,538
North East	6,775.4	838
North West	10,655.5	1,567
South East	23,151.7	1,713
South South	22,900.8	2,246
South West	21,741.5	2,999
Economic status quintile*		
Lowest	7,562.9	501
Second	8,044.5	1,117
Middle	10,430.4	1,514
Fourth	13,378.3	1,810
Highest	28,681.9	2,121
Total	18,447.5	10,900

*Statistics based on imputed data

Figure 8.4 Mean Annual Per-Student Household Expenditure on Secondary School, by Region (In Nigerian Naira)



2004 NDES and 2010 NEDS

8.5 Specific Non-zero Expenditures

This section of the chapter combines information on the incidence of expenditure (Table 8.5) with information on the mean non-zero expenditures on various items (Table 8.7). This approach allows for a more realistic comparison of prices paid by students' households, spending money on particular school costs. Non-zero expenditure is simply the average expenditure for all secondary school students who spent money in a specific cost category. For example, since 20 percent of students spent money on transportation, then the mean expenditure would be calculated using the actual number of students whose households spent money on this cost.

Uniforms, Clothing, and Shoes Bought for Use at School

Nine in ten students' households spent money on uniforms, clothing, and shoes bought primarily for use at school, and the mean non-zero expenditure was ₦2,093 for the 2009–2010 school year, more than the ₦1,464 spent in 2004. There is a slight difference in per-pupil expenditure for pupils attending junior secondary at ₦1,786

School Supplies

Similar to the primary level, nearly all secondary school students households (99 percent) paid for school supplies, including textbooks, exercise books, pens and pencils, and school bags. On average, students' households spent ₦2,168 on school supplies, which is less than the ₦2,766 spent in 2004.

Handworks

When asked about expenditures on other school items, nine out of ten secondary school students' households listed expenditures on handworks (arts and crafts) for students. On average, students' households' spent ₦357 for the school year on handworks. This item was barely reported by households in 2004, limiting the ability to compare data.

Food

Sixty-four percent of students' households spent money on food or snacks for students to eat during the school day (Table 8.5). Among those students whose households spent money on food, on the average spent ₦794, which is considerably lower than the ₦6,442 spent per student in 2004.

Table 8.7 Non-zero per-student household expenditures on secondary schooling for school students

Average annual per student household expenditure (in Nigeria Naira) on secondary schooling in the 2009–2010 school year for secondary school students with average non-zero expenditures by type of expenditure and background characteristics, 2010 NEDS

	Mean per-pupil household expenditures on secondary schooling (in Nigerian Naira)													
Background characteristic	Tuition	School develop-ment levy	PTA fees	Exam fees	Boarding fees	Furniture tools and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra Lessons	Other fees	Number
Sex														
Male	11,642.5	1,744.5	1,076.3	1,137.6	35,266.8	1,923.4	2,095.2	2,072.8	366.0	1,140.0	763.4	3,845.9	1,671.9	5,723
Female	13,603.1	1,320.4	1,106.4	1,206.5	19,313.8	2,023.5	2,090.5	2,272.2	346.9	901.1	827.1	3,988.7	1,574.4	5,177
Residence														
Urban	20,391.6	2,183.6	1,266.3	1,241.0	37,472.0	2,022.3	2,313.6	2,477.3	400.0	1,144.8	904.5	5,048.3	1,948.5	4,912
Rural	7,845.3	1,151.5	965.3	1,126.9	18,461.1	1,942.8	1,915.5	1,914.0	327.1	855.8	680.7	2,847.3	1,404.4	5,988
Region														
North Central	4,358.0	845.8	756.1	909.9	5,664.4	1,450.0	1,661.8	1,789.4	360.2	2,436.0	1,006.9	2,825.2	930.9	1,538
North East	2,864.9	512.4	371.5	373.3	1,149.2	1,153.2	1,428.2	1,210.9	288.9	1,640.5	1,190.8	2,895.4	1,013.7	838
North West	6,315.9	621.2	518.2	357.9	9,392.3	925.9	1,442.0	1,349.9	377.0	1,124.8	1,103.4	3,132.2	1,559.0	1,567
South East	11,139.0	1,390.5	1,150.2	1,361.7	19,900.6	2,123.2	2,226.1	2,614.7	450.4	1,327.8	2,154.6	2,255.4	1,438.8	1,713
South South	16,076.6	2,009.9	1,574.3	1,662.6	35,065.6	2,210.5	2,897.5	2,515.0	350.8	609.8	517.6	5,248.1	1,862.6	2,246
South West	33,547.7	2,064.8	1,354.0	928.8	69,648.3	1,771.1	2,148.3	2,517.8	306.8	723.1	293.5	4,426.4	1,928.0	2,999
Economic status quintile*														
Lowest	2,901.5	659.2	596.1	756.1	1,394.3	1,441.5	1,468.1	1,263.5	290.9	1,060.1	853.9	4,162.4	1,467.1	501
Second	3,278.2	660.2	657.7	706.6	8,425.4	1,462.9	1,410.0	1,361.2	307.1	1,325.4	534.3	2,002.7	1,232.2	1,117
Middle	5,299.3	880.4	838.7	880.7	9,884.9	1,754.9	1,704.3	1,676.4	324.6	920.2	638.0	2,306.1	998.5	1,514
Fourth	8,056.3	1,099.9	900.9	832.3	9,266.3	1,947.9	1,885.4	1,896.6	329.1	1,153.9	914.0	2,801.3	1,248.5	1,810
Highest	24,867.1	1,741.3	1,450.5	1,264.2	25,706.8	2,021.4	2,422.7	2,697.1	465.3	936.8	1,030.7	5,977.2	2,098.7	2,121
Total	12,559.0	1,546.3	1,090.5	1,171.1	27,911.1	1,971.4	2,093.0	2,167.7	356.9	1,017.9	793.7	3,918.1	1,623.9	10,900

*Statistics based on imputed data
**Noted outliers in the dataset

Table 8.7.1 Non-zero per-student household expenditure on junior secondary schooling for school students attending government schools

Average annual per student household expenditure (in Nigeria Naira) on secondary schooling in the 2009–2010 school year for junior secondary school students with average non-zero expenditures by type of expenditure and background characteristics, 2010 NEDS

	Mean per-pupil household expenditures on Junior secondary schooling (in Nigerian Naira)													
Background characteristic	Tuition	School develop-ment levy	PTA fees	Exam fees	Boarding fees	Furniture tools and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra Lessons	Other fees	Number
Sex														
Male	3,843.0	892.7	840.8	860.6	12,942.2	1,838.8	1,768.9	1,785.4	309.7	1,088.6	566.0	2,992.7	1,208.0	3,311
Female	4,816.5	1,001.3	892.3	813.0	7,981.5	1,923.1	1,805.8	1,937.6	315.7	611.9	578.1	3,110.2	1,084.6	2,780
Residence														
Urban	5,189.8	1,012.4	964.6	789.5	9,065.8	1,953.8	1,904.9	2,117.8	324.0	940.3	669.1	3,617.2	1,324.5	2,490
Rural	3,896.5	908.4	802.4	865.9	12,457.5	1,834.2	1,704.3	1,673.8	305.3	750.4	491.4	2,575.5	1,060.0	3,600
Region														
North Central	3,420.7	635.5	722.1	475.0	7,355.0	1,413.9	1,501.7	1,714.9	343.8	2,288.3	641.5	2,593.4	699.3	908
North East	2,021.7	370.9	337.7	352.6	881.6	909.0	1,327.1	1,133.2	273.2	1,982.5	857.2	2,922.6	857.7	603
North West	1,782.3	478.3	492.0	260.6	3,770.6	877.6	1,313.9	1,184.8	332.9	1,294.7	965.1	1,330.5	1,314.1	1,145
South East	7,691.9	1,091.2	991.5	1,041.0	7,094.2	2,097.4	1,986.0	2,363.4	436.4	1,459.5	1,442.1	1,597.0	1,258.7	692
South South	6,060.2	1,558.8	1,272.1	1,262.3	34,794.0	2,043.5	2,483.5	2,245.1	332.2	418.0	299.8	4,374.0	1,195.4	1,172
South West	15,470.6	1,059.3	1,080.6	687.2	25,686.1	1,733.7	1,850.1	2,165.4	223.6	329.3	172.3	3,269.5	1,240.3	1,571
Economic status quintile*														
Lowest	2,202.3	483.8	560.4	778.9	1,085.2	1,530.8	1,424.9	1,210.4	291.9	785.8	803.3	5,441.9	1,544.9	362
Second	2,040.3	615.6	609.3	675.5	5,670.0	1,461.6	1,345.5	1,294.7	301.4	1,261.0	379.5	1,818.6	903.0	802
Middle	2,953.2	776.4	685.7	675.4	1,707.3	1,692.6	1,564.9	1,546.8	310.3	800.4	480.4	2,053.7	910.9	1,040
Fourth	3,401.2	884.7	838.9	747.6	6,490.5	1,864.1	1,715.5	1,696.4	308.6	1,016.5	681.3	2,590.0	922.5	1,113
Highest	10,076.9	1,153.4	1,089.0	761.6	14,703.6	1,914.8	2,026.3	2,323.3	319.7	697.6	809.5	4,674.2	1,548.3	913
Total	4,260.5	943.4	864.1	838.1	10,998.4	1,878.7	1,785.7	1,854.8	312.5	849.5	571.5	3,050.2	1,149.7	6,090

Table 8.7.2 Non-zero per-student household expenditure on junior secondary schooling for school students attending private schools

Average annual per student household expenditure (in Nigeria Naira) on secondary schooling in the 2009–2010 school year for junior secondary school students with average non-zero expenditures by type of expenditure and background characteristics, NEDS 2010

	Mean per-pupil household expenditures on junior secondary schooling (in Nigerian Naira)													
Background characteristic	Tuition	School Develop-ment Levy	PTA fees	Exam fees	Boarding fees	Furniture tools and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra Lessons	Other fees	Number
Sex														
Male	20,519.1	4,637.9	1,609.4	1,384.9	75,087.6	1,941.7	2,877.7	2,519.0	514.6	1,818.8	934.7	4,271.7	2,220.3	964
Female	19,607.3	1,853.5	1,463.8	1,241.2	38,049.7	2,231.3	2,482.3	2,568.5	334.8	1,549.7	1,218.2	4,639.4	1,637.8	929
Residence														
Urban	29,046.2	5,595.0	1,797.4	1,674.1	89,884.6	2,160.0	3,213.1	2,899.0	562.4	2,089.3	1,208.6	6,119.5	2,651.8	962
Rural	12,043.6	1,605.3	1,313.3	1,073.3	19,628.6	2,038.7	2,159.0	2,176.8	319.6	1,043.7	869.6	2,620.4	1,154.5	932
Region														
North Central	7,008.9	1,718.3	865.6	641.5	6,789.7	1,482.8	1,767.5	1,573.4	329.8	2,922.3	1,487.7	2,806.1	675.1	320
North East	11,129.1	2,058.3	593.2	251.2	1,650.0	.	1,708.1	1,679.4	293.1	1,239.1	2,555.1	5,190.3	1,216.6	48
North West	30,766.4	2,130.9	782.9	831.7	4,794.0	1,757.3	1,752.4	2,099.7	393.1	278.1	1,078.1	6,152.2	1,577.0	134
South East	11,580.7	1,707.0	1,230.2	1,078.8	27,346.6	2,099.4	2,403.9	2,673.4	394.0	1,383.8	2,134.5	1,710.2	1,202.4	490
South South	20,045.6	2,213.6	1,976.6	1,890.0	44,859.7	2,278.2	3,720.0	2,744.9	351.1	1,266.7	727.1	5,588.7	2,153.5	418
South West	32,752.9	6,881.9	1,992.7	1,387.0	134,828.0	2,565.8	2,991.0	3,073.2	625.1	1,987.5	506.5	6,362.5	3,163.2	484
Economic status quintile														
Lowest	7,123.0	2,113.2	876.9	543.6	.	1,325.9	1,522.2	1,489.2	245.0	4,961.8	572.9	2,198.8	442.5	42
Second	7,672.4	1,097.6	1,031.9	745.1	19,989.7	1,508.7	1,518.6	1,298.5	258.7	780.5	747.7	2,380.0	984.8	126
Middle	9,806.0	1,370.7	1,450.5	1,106.9	8,119.7	1,929.6	1,917.1	1,813.7	324.6	1,753.6	1,244.8	2,012.7	1,032.8	189
Fourth	12,317.2	1,806.6	1,154.9	906.5	18,082.5	2,203.5	2,210.4	2,202.2	341.5	1,431.3	1,333.9	2,461.6	1,602.5	266
Highest	29,977.5	2,115.2	1,808.4	1,845.3	52,633.9	2,109.6	2,875.9	2,965.0	705.2	1,927.2	1,124.6	6,910.5	2,517.5	549
Total	20,086.5	3,440.2	1,543.0	1,315.4	60,040.1	2,073.8	2,683.2	2,543.4	424.1	1,678.4	1,072.5	4,456.0	1,937.3	1,893

PTA Fees

Seventy-three percent of students' households paid the PTA fee (Table 8.5) and, on average, those who paid the fee spent ₦1,091 double the ₦565 in 2004 and double the 2010 expenditures in primary schools.

Examination Fees

Two thirds of students' households spent money on examination fees during the 2009–2010 school year. Among students whose households spent money on examination fees, the mean per student expenditure was ₦1,171, which is somewhat more than the ₦739 paid in 2004.

Summary

Expenditure patterns for all items are similar across gender, residence, region, and socio-economic status regardless of level of education. On average, comparable amounts were spent by households on male and female students. However, students' households in urban areas spent substantially more than those in rural areas. Among the regions, the highest sum was spent on students in the South West, and the least on those from the North East. As expected, students' households in the highest (or most advantaged) quintile spent more per student than households in the other quintiles. Expenditures on junior secondary schooling are not very different from the patterns and amount of secondary in general, perhaps because the majority of respondents were for junior secondary school students.

8.6 Sources of Support for the Monetary Costs of Secondary Schooling

Parent/guardians were asked about the various sources of monetary support for each youth's secondary schooling during the 2009–2010 school year (Table 8.8). These sources include those within the student's household (from the youth's parents and/or other household members, or from the youth himself or herself) and from outside the household (from extended family, a bursary or scholarship, borrowing, or a gift from a non-relative).

Ninety-seven percent of secondary school students received support from one or both parents, or from the household. Eleven percent received support from extended family; 9 percent from borrowing; 4 percent from the youth himself/herself, with male students were more likely than female students to provide some support themselves (6 percent versus 3 percent). Students from the most economically advantaged quintile were the least likely to have provided support themselves, to have received support from extended family, or to have borrowed funds. The only change in the pattern of support from 2004 was related to support from extended family, which declined from 18 percent to 11 percent.

Table 8.8 Sources of support for the monetary cost of secondary schooling

Percentage of secondary school students who received support from various sources in the 2009-2010 school year, by background characteristics, NEDS 2010

Background Characteristics	Sources of support							
	One or both parents/ household	Child himself/ herself	Extended family	Scholarship	Borrowing	Gift from non-relative	One or more sources of support	Number of children
Sex								
Male	97.3	5.5	10.5	0.7	9.0	2.6	98.7	5,723
Female	97.2	2.6	11.7	0.6	8.6	2.3	98.6	5,177
Residence								
Urban	97.3	3.0	11.0	0.5	6.0	2.3	98.4	4,912
Rural	97.2	5.1	11.2	0.7	11.1	2.6	98.9	5,988
Region								
North Central	98.0	4.4	7.9	0.2	5.5	2.3	99.6	1,538
North East	86.9	15.8	13.6	0.8	6.8	3.1	91.7	838
North West	95.3	6.8	7.0	2.1	3.0	2.2	96.9	1,567
South East	98.0	3.0	20.4	0.6	15.2	2.0	98.9	1,713
South South	98.6	1.2	11.6	0.3	14.1	3.3	99.8	2,246
South West	99.4	2.3	8.5	0.3	6.6	2.1	100.0	2,999
Economic status quintile*								
Lowest	92.9	10.7	10.1	1.4	8.3	3.3	96.2	501
Second	95.1	11.2	10.4	1.3	9.9	3.1	97.2	1,117
Middle	97.0	5.6	10.7	0.9	9.4	1.9	98.5	1,514
Fourth	96.4	2.8	10.7	0.4	7.7	1.8	98.4	1,810
Highest	97.7	1.6	8.6	0.5	4.2	1.7	98.6	2,121
Total	97.3	4.1	11.1	0.6	8.8	2.4	98.6	10,900

*Stastics based on imputed data

9. OTHER HOUSEHOLD CONTRIBUTIONS TO SCHOOLING

This chapter presents information mainly about non-monetary contributions made to schools and teachers by household members, including the time children spend in school, time spent on homework, parent or guardian visits to schools, and other household contributions. The time household members spend at school, visiting school, working at school to construct or maintain buildings, etc. has value to the household, and this time could alternatively be spent supporting the household in other ways. This chapter quantifies some of these additional household contributions to schooling and discusses patterns of difference across groups.

9.1 Time Children Spend on School-related Activities

The distribution of primary school pupils by the amount of time spent on school-related activities on the average school day is presented in Table 9.1.1. This time includes time spent in classes and after-school study sessions and time spent on extracurricular activities such as sports or drama. This time explicitly does not include time spent on homework done outside of school, which is discussed in Section 9.2. Because of the difficulty of quantifying how much time is spent on school activities and on homework by the few pupils staying at boarding school, these questions, as well as the questions used to produce Tables 9.2.1–9.2.3 and 9.3.1–9.3.3, were asked only about pupils who were day pupils at the time the household was interviewed for the 2010 NEDS.

Overall, primary school pupils in Nigeria spend about 6.5 hours per day on school-related activities, more than the 6 hours reported in 2004. Whereas two thirds of the primary school pupils (66 percent) spend between 5 and 8 hours per day in school-related activities, about one quarter spends less than 5 hours and about 12 percent spend more than 8 hours per day on school-related activities.

With the official school hours from 8 am to 1 pm representing 5 hours of class time, the fact that one quarter of children spend up to five hours on all school-related activities including getting to and leaving school, poses a concern for time on task for learning. This is more pronounced in government schools (29 percent), in lower grades (32 percent in primary 1) and by socio-economic status (43 percent in the lowest quintile). These trends are very similar to the results obtained in 2004.

Table 9.1.1 Time pupils spend at primary school

Percent distribution of de jure primary school day pupils by time spent at school per day, according to school class and background characteristics, NEDS,2010

Background Characteristics	up to 5	More than 5, up to 8	More than 8	Total	Number of day pupils	Mean hours spent at school per day
Class						
1	32.1	59.0	8.9	100.0	6,318	6.2
2	27.3	62.2	10.5	100.0	6,168	6.3
3	22.2	65.9	11.9	100.0	5,456	6.5
4	16.8	69.8	13.4	100.0	4,475	6.7
5	16.1	69.9	14.0	100.0	3,705	6.7
6	13.0	73.0	14.1	100.0	3,304	6.8
Sex						
Male	22.6	66.0	11.4	100.0	15,835	6.5
Female	23.0	65.0	12.1	100.0	13,618	6.5
Residence						
Urban	15.8	62.3	21.9	100.0	9,786	7.0
Rural	26.2	67.1	6.6	100.0	19,667	6.2
Region						
North Central	17.9	76.9	5.2	100.0	5,033	6.5
North East	59.1	39.2	1.7	100.0	3,710	5.3
North West	40.2	58.5	1.3	100.0	6,833	5.4
South East	2.1	82.6	15.3	100.0	3,527	7.2
South South	16.3	74.0	9.7	100.0	4,751	6.6
South West	0.4	63.3	36.3	100.0	5,599	8.0
School type						
Government Schools	28.5	66.8	4.7	100.0	21,680	6.1
Private schools	6.5	61.5	32.1	100.0	7,515	7.6
Economic status quintile*						
Lowest	43.2	54.0	2.8	100.0	3,733	5.7
Second	37.5	59.2	3.4	100.0	5,276	5.9
Middle	27.6	67.1	5.3	100.0	5,310	6.1
Fourth	19.9	69.8	10.2	100.0	4,307	6.5
Highest	7.1	61.8	31.1	100.0	3,482	7.4
Total	22.8	65.5	11.7	100.0	29,453	6.5

*Statistics generated on imputed data

The distribution of secondary school students by the amount of time spent on school-related activities on the average school day is presented in Table 9.1.2. In general, secondary school students spend 6.5 hours per day on school-related activities—less than primary and considerably less than the 7.5 hours per day in

2004. Eighty-six percent of secondary students spend between 5 and 8 hours on school-related activities, although nearly 12 percent of secondary students spend less than five hours.

Table 9.1.2 Time students spend at secondary schools

Percent distribution of de jure secondary school day students by time spent at school per day, according to school form and background characteristics, NEDS,2010

Background Characteristics	up to 5	More than 5, up to 8	More than 8	Don't Know/ missing	Total	Number of day pupils	Mean hours spent at school per day
Class							
No class stated	25.7	70.4	3.9	0.0	100.0	88	5.1
1	12.4	84.5	2.8	0.3	100.0	2,710	6.3
2	11.8	84.1	3.7	0.4	100.0	2,689	6.4
3	10.4	84.7	4.3	0.6	100.0	2,144	6.7
4	4.3	89.6	5.9	0.1	100.0	1,174	6.6
5	4.7	89.0	5.6	0.6	100.0	866	7.0
6	4.4	89.2	6.2	0.2	100.0	449	6.6
Sex							
Male	10.4	85.4	3.8	0.4	100.0	5,303	6.4
Female	9.6	85.6	4.4	0.4	100.0	4,817	6.6
Residence							
Urban	9.0	84.5	6.3	0.2	100.0	4,518	6.6
Rural	10.8	86.4	2.3	0.5	100.0	5,602	6.4
Region							
North Central	13.5	79.2	6.9	0.4	100.0	1,421	6.4
North East	43.9	55.7	0.1	0.3	100.0	703	5.3
North West	32.4	66.2	1.0	0.4	100.0	1,350	4.9
South East	1.5	97.7	0.7	0.0	100.0	1,605	6.2
South South	2.1	95.1	1.9	0.9	100.0	2,154	7.1
South West	0.1	91.0	8.7	0.2	100.0	2,887	7.2
Economic status							
Lowest	22.5	75.2	1.3	1.0	100.0	580	6.4
Second	18.3	79.7	1.5	0.5	100.0	1,386	6.0
Middle	11.7	85.0	3.0	0.3	100.0	2,268	6.2
Fourth	9.2	86.5	4.1	0.2	100.0	2,726	6.4
Highest	3.6	89.5	6.6	0.4	100.0	3,158	7.0
Total	10.0	85.5	4.1	0.4	100.0	10,120	6.5

* Statistics generated on imputed data

Data based on less than 25 unweighted cases

9.2 Homework

Information about how much time primary school pupils spend doing homework outside school during the average school week is presented in Table 9.2.1. It should be noted that in addition to the homework done outside school, many pupils might also do homework during the school day. As might be expected children from the highest socio-economic status are more likely to spend time on homework than those from the lowest (86 percent in the highest quintile versus 31 percent in the lowest quintile).

Table 9.2.1 Time primary school pupils spend on homework

Percent distribution of de jure primary school day pupils by whether pupils do homework outside school and time spent per week on homework, according to school and background characteristics, NEDS 2010

Background Characteristics	No homework	up to 3	4	more than 4	Total	Number of day pupils	Mean hours spent at on homework per week
Class							
1	54.0	31.9	5.0	9.1	100.0	6,318	2.9
2	45.7	37.1	6.7	10.5	100.0	6,168	3.0
3	35.3	44.5	7.6	12.6	100.0	5,456	3.0
4	28.8	46.1	10.0	15.1	100.0	4,475	3.1
5	22.9	50.0	11.1	15.9	100.0	3,705	3.2
6	21.9	51.1	9.5	17.5	100.0	3,304	3.1
Sex							
Male	38.7	41.2	7.8	12.2	100.0	15,835	3.0
Female	36.0	42.8	7.9	13.3	100.0	13,618	3.1
Residence							
Urban	22.4	45.7	12.5	19.4	100.0	9,786	3.4
Rural	45.0	40.0	5.5	9.4	100.0	19,667	2.8
Region							
North Central	35.9	52.8	3.8	7.5	100.0	5,033	2.4
North East	71.2	22.5	3.7	2.7	100.0	3,710	2.7
North West	71.3	20.9	2.8	4.9	100.0	6,833	2.9
South East	19.3	58.5	11.4	10.7	100.0	3,527	2.9
South South	14.2	49.8	12.3	23.7	100.0	4,751	3.5
South West	7.6	53.0	14.2	25.2	100.0	5,599	3.4
School type							
Government Schools	46.6	38.1	6.3	9.0	100.0	21,680	2.9
Private schools	11.1	53.1	12.4	23.4	100.0	7,515	3.4
Economic status							
Lowest	69.3	25.7	2.4	2.6	100.0	3,733	2.3
Second	61.1	31.1	3.4	4.5	100.0	5,276	2.5
Middle	44.0	41.7	5.7	8.7	100.0	5,310	2.7
Fourth	29.3	48.3	8.0	14.3	100.0	4,307	3.0
Highest	13.7	46.6	14.3	25.3	100.0	3,482	3.6
Total	37.5	41.9	7.9	12.7	100.0	29,453	3.1

* Statistics generated on imputed data

Sixty-three percent of the pupils in primary school do homework outside of school, which is similar to 2004 (60 percent), and among those who do homework, pupils spend an average of 3 hours per week on homework, slightly more than the 2.4 hours per week in 2004. As might be expected, pupils in the higher primary school classes are more likely than those in the lower classes to do homework: 46 percent of primary 1 pupils do homework, compared with 78 percent of primary 6 pupils.

The most notable difference in the percentage of pupils spending time on homework is by type of school with 53 percent of government school pupils and 90 percent of pupils on private schools. This pattern was similar in 2004 where 52 percent of government pupils and 78 percent of private pupils spending time on homework

The actual time secondary school students spend doing homework outside school during the average school week is presented in table 9.2.2. At the secondary school level, the vast majority (89 percent, which is exactly the same level as in 2004) of students do homework during the week, and these students who do homework spend an average of 4 hours per week on the task, up from 3.3 hours per week in 2004. Time spent on homework varies little by characteristic except for socio-economic status. The more advantaged the household, the more likely a student is to do homework: 94 percent of the students in the highest quintile do homework, compared with 76 percent of those in the lowest quintile.

Table 9.2.2 Time secondary students spend on homework

Percent distribution of de jure secondary school day students by whether students do homework outside school and time spent per week on homework, according to school and background characteristics, 2010 NEDS

Background Characteristics	No homework	up to 3	4	more than 4	Total	Number of day pupils	Mean hours spent at on homework per week
Class							
Missing class Infor	15.8	47.0	15.1	22.1	100.0	88	3.6
1	12.3	50.0	13.1	24.5	100.0	2,710	3.5
2	13.8	47.9	13.6	24.7	100.0	2,689	3.6
3	12.9	44.4	15.0	27.7	100.0	2,144	3.9
4	6.2	44.8	17.2	31.8	100.0	1,174	4.0
5	5.7	36.0	17.7	40.6	100.0	866	4.4
6	11.9	33.0	14.0	41.1	100.0	449	4.7
Sex							
Male	13.0	46.1	14.6	26.3	100.0	5,303	3.7
Female	10.0	45.2	14.6	30.2	100.0	4,817	3.9
Residence							
Urban	9.3	36.4	17.6	36.7	100.0	4,518	4.3
Rural	13.4	53.2	12.1	21.3	100.0	5,602	3.4
Region							
North Central	9.5	64.3	9.8	16.4	100.0	1,421	3.1
North East	39.5	42.6	8.3	9.6	100.0	703	3.2
North West	37.7	41.7	10.6	10.0	100.0	1,350	3.1
South East	4.8	50.9	20.1	24.1	100.0	1,605	3.6
South South	2.7	48.6	11.2	37.4	100.0	2,154	4.2
South West	4.4	34.2	19.4	42.0	100.0	2,887	4.3
Economic status							
Lowest	23.6	55.6	8.3	12.5	100.0	580	2.9
Second	22.1	51.9	10.7	15.3	100.0	1,386	3.1
Middle	13.0	54.2	13.4	19.5	100.0	2,268	3.4
Fourth	9.2	47.4	15.0	28.4	100.0	2,726	3.8
Highest	5.9	33.8	17.8	42.5	100.0	3,158	4.4
Total	11.6	45.7	14.6	28.2	100.0	10,120	3.8

Figures based on less than 25 unweighted cases

In addition to the time children spend doing homework, other household members may spend time helping children with homework (Table 9.3.1). Among primary school pupils doing homework outside school, 83 percent of primary pupils received assistance with homework from someone in the household, up from 78 percent in 2004 NDES.

Pupils in the North Central, North West, and South East are more likely than those in the remaining regions to receive assistance with homework. Pupils attending private schools are more likely than those attending government schools to receive assistance with homework. In addition, pupils in the highest economic quintile are more likely than those in the remaining quintiles to receive assistance.

Table 9.3.1 Household assistance with primary school homework

Among pupils who have homework, percent distribution of de jure primary school day pupils by whether a household member assists the pupil with howework and the frequency of assistance, according to school class background characteristics, NEDS 2010

Background Characteristics	No assistance provided	Sometimes	Frequently	Don't Know/ missing	Total	Number of day pupils
Class						
1	9.2	52.6	38.0	0.2	100.0	2,858
2	12.5	63.2	23.9	0.4	100.0	3,265
3	15.2	69.0	15.4	0.4	100.0	3,441
4	18.3	69.5	11.9	0.3	100.0	3,121
5	21.8	67.0	10.7	0.4	100.0	2,807
6	25.7	64.6	9.0	0.7	100.0	2,528
Sex						
Male	17.9	63.7	18.0	0.5	100.0	9,425
Female	15.6	65.4	18.7	0.3	100.0	8,497
Residence						
Urban	14.1	64.2	21.3	0.4	100.0	7,483
Rural	18.7	64.8	16.2	0.4	100.0	10,545
Region						
North Central	8.6	72.0	18.6	0.9	100.0	3,126
North East	20.6	67.3	11.1	1.1	100.0	1,045
North West	14.0	69.5	16.2	0.3	100.0	1,913
South East	17.3	69.6	12.9	0.2	100.0	2,810
South South	26.4	56.4	16.9	0.3	100.0	4,017
South West	14.2	61.1	24.4	0.3	100.0	5,117
School type						
Government schools	19.0	64.5	16.0	0.6	100.0	11,353
Private schools	13.0	64.6	22.2	0.1	100.0	6,675
Economic status quintile*						
Lowest	19.2	70.3	9.8	0.7	100.0	1,110
Second	20.8	65.5	12.7	1.0	100.0	2,001
Middle	18.5	64.3	16.6	0.6	100.0	2,909
Fourth	15.0	63.8	20.7	0.6	100.0	2,974
Highest	11.0	64.2	24.7	0.1	100.0	2,976
Total	16.8	64.5	18.3	0.4	100.0	18,028

* Statistics generated on imputted data

For secondary schools, 64 percent of students received assistance with homework (Table 9.3.2), as compared with 68 percent in 2004. The percent receiving support declined among students in the higher forms.

Table 9.3.2 Household assistance with secondary school homework

Among students who have homework, percent distribution of de jure secondary school day students by whether a household member assists the student with howework and the frequency of assistance, according to school class background characteristics, NEDS 2010

Background Characteristics	No assistance provided	Sometimes	Frequently	Don't Know/ missing	Total	Number of day pupils
Class						
Missing class info	28.3	66.6	4.4	0.7	100.0	74
1	28.7	63.1	8.0	0.2	100.0	2,300
2	32.9	61.4	5.2	0.5	100.0	2,267
3	37.5	56.2	5.7	0.6	100.0	1,818
4	44.9	49.5	5.3	0.3	100.0	1,088
5	43.2	51.5	4.8	0.5	100.0	808
6	46.9	47.0	5.8	0.3	100.0	386
Sex						
Male	36.3	56.7	6.6	0.4	100.0	4,497
Female	35.3	59.0	5.4	0.3	100.0	4,246
Residence						
Urban	32.6	59.9	7.1	0.4	100.0	4,030
Rural	38.5	56.0	5.1	0.4	100.0	4,712
Region						
North Central	23.2	68.6	7.6	0.6	100.0	1,235
North East	26.1	65.7	5.4	2.7	100.0	416
North West	30.4	60.1	9.0	0.4	100.0	810
South East	39.5	55.8	4.8	0.0	100.0	1,514
South South	50.2	45.6	4.0	0.2	100.0	2,046
South West	31.6	61.2	6.8	0.3	100.0	2,723
Economic status						
Lowest	34.2	60.4	4.6	0.8	100.0	422
Second	32.7	62.8	3.9	0.7	100.0	1,043
Middle	40.6	54.4	4.5	0.5	100.0	1,930
Fourth	37.1	55.8	6.9	0.3	100.0	2,416
Highest	32.9	59.6	7.3	0.3	100.0	2,930
Total	35.8	57.8	6.0	0.4	100.0	8,743

9.3 Parent or Guardian Involvement at Primary Schools

One measure of parent/guardian or household involvement in children's primary schooling is the frequency with which parents or guardians or other adult household members visit the school for various reasons. Information on visits made by parent or guardian households to primary schools within the 12 months preceding the interview for the purpose of attending PTA meetings; attending a celebration, performance or sports event; meeting with a head teacher or teacher; or collecting report cards is given in

Table 9.4. It is possible that during a single visit to the school, an adult from a parent or guardian household participated in more than one of the events asked about, perhaps attending a PTA meeting and meeting with the head teacher on that single visit.

In the 12 months preceding the survey interview, 50 percent of parents/guardians indicated that they or other adult members of their household went to a primary school for one or more of the aforementioned reasons. This is much lower than in 2004, when 85 percent of parent/guardians indicated a school visit. The most common reason reported for a visit to a primary school was to attend a PTA meeting (46 percent) or a meeting with the head teacher or teacher (44 percent). In 2004, these were also the most commonly cited reasons with 80 percent and 68 percent, respectively.

Table 9.4 Parent or guardian involvement at primary school

Percentage of parent/guardians for a PTA meeting; a celebration, performance, or sports event; a meeting with a head teacher; or to collect forms by background characteristics, 2010 NEDS

Background Characteristics	Attended PTA meeting	Attended a celebration / performance /sports event	Attended a meeting with head teacher / teacher	To collect forms	One or more visits	Number of parents / guardians
Sex of parent/guardian*						
Males	44.9	31.1	43.1	18.5	48.9	12,052
Females	48.2	37.8	45.5	21.1	52.5	12,671
Residence						
Urban	56.4	46.6	54.9	28.3	60.2	8,484
Rural	40.8	27.7	38.2	15.0	45.0	18,274
Region						
North Central	56.5	36.2	50.4	21.6	60.4	3,851
North East	28.7	15.3	27.2	10.9	32.3	3,620
North West	30.8	11.8	30.2	12.2	34.1	6,803
South East	59.8	52.1	54.6	11.4	62.5	3,231
South South	39.9	41.2	37.8	25.2	51.2	3,858
South West	64.1	55.6	63.8	32.3	65.1	5,395
Economic status quintile*						
Lowest	22.3	10.9	20.8	8.1	25.1	5,172
Second	37.2	19.7	35.2	13.4	41.3	4,589
Middle	49.8	31.8	47.3	17.0	55.1	3,929
Fourth	56.2	42.1	53.3	24.0	61.0	3,342
Highest	61.2	53.8	59.5	36.1	64.2	3,169
Total	45.8	33.7	43.5	19.2	49.8	26,758

* Statistics generated on imputed data

Considerable regional variation exists with the percentage of adults from parent or guardian households who visited a primary school for any reason. This pattern repeats from 2004. However, overall

participation in 2010 is much lower than in 2004. Figures 9.1 and 9.2 compare parent/guardian attendance at PTA meetings and meetings with head teachers, respectively, by region and over time.

Figure 9.1 Attendance at PTA Meetings

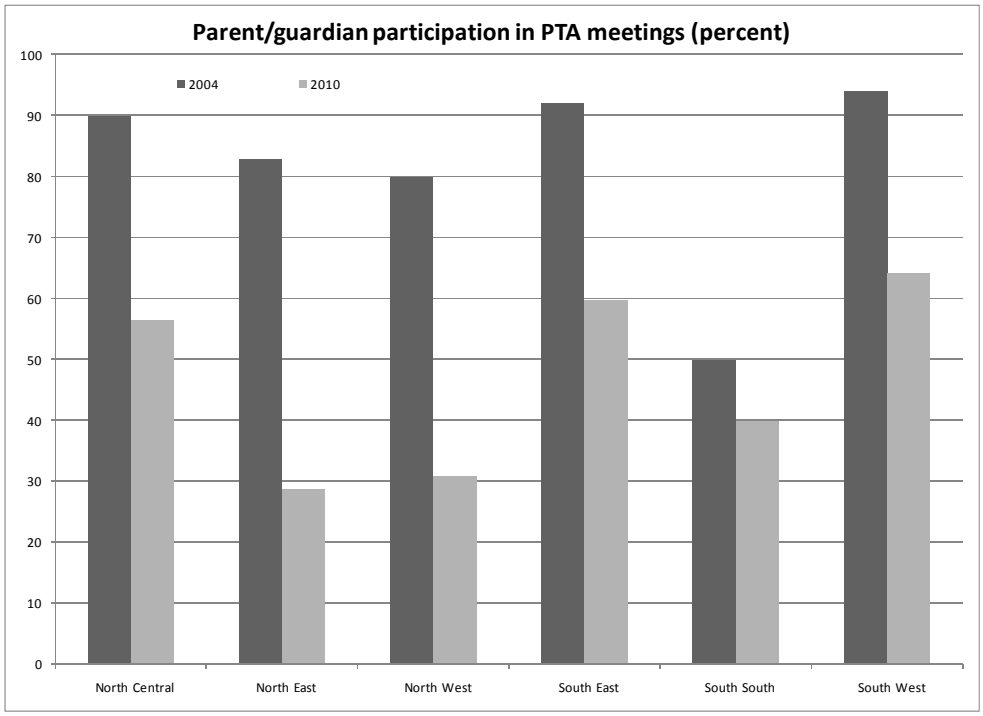
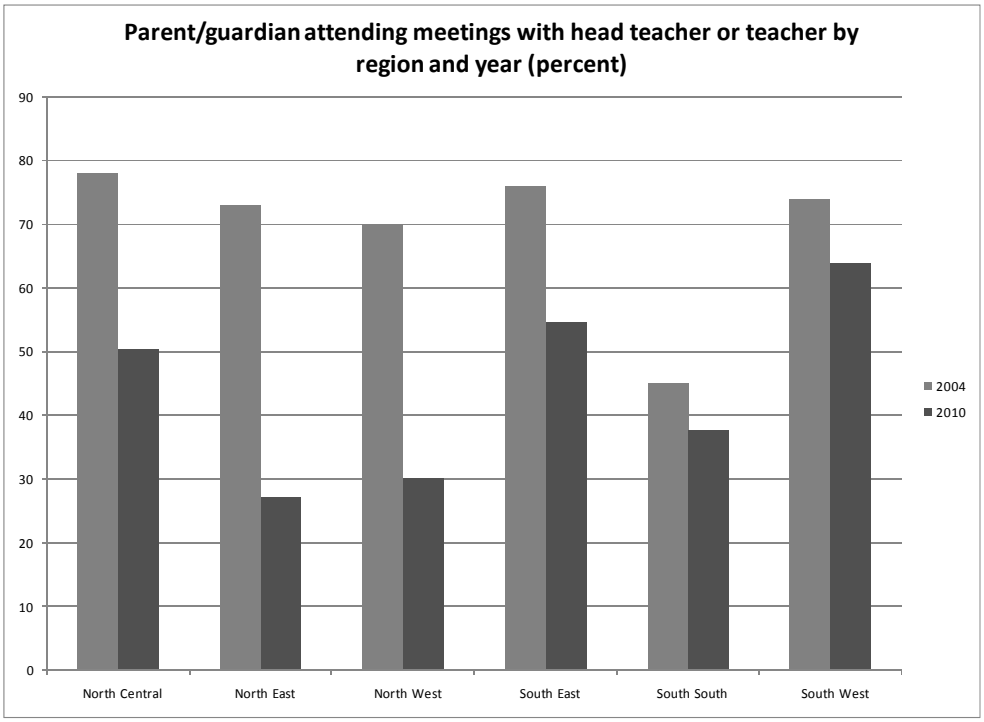


Figure 9.2 Attendance at Head Teacher Meetings



9.4 Other Contributions to Schooling

There are other contributions parents or guardians make to teachers during the 12 months preceding the survey interview. This information is presented in Table 9.5. Households often contribute additional money to support the construction or maintenance of school buildings and teachers' houses, to pay for the digging and construction of a toilet block, or to support other school projects and activities. Households may provide materials to the school such as roofing, stone, sand, and other materials. Household members may also donate their labor to schools, working to mold bricks, construct or maintain school buildings, etc.

The 2010 NEDS only asked questions about the aforementioned contributions parent or guardian households make to primary school teachers, whereas in 2004, contributions to primary schools were also collected.

Overall, 20 percent of households make one or more contributions (of money, food, or labor) to primary school teachers in the 12 months prior to the survey interview, which is lower than the 27 percent of parent or guardians who reported such contributions in 2004. Figure 9.3 compares the percentage of parent or guardians who reported contributions to teachers in terms money, food or labor in 2004 and 2010. The proportion who contributed in 2010 was consistently lower than those in 2004.

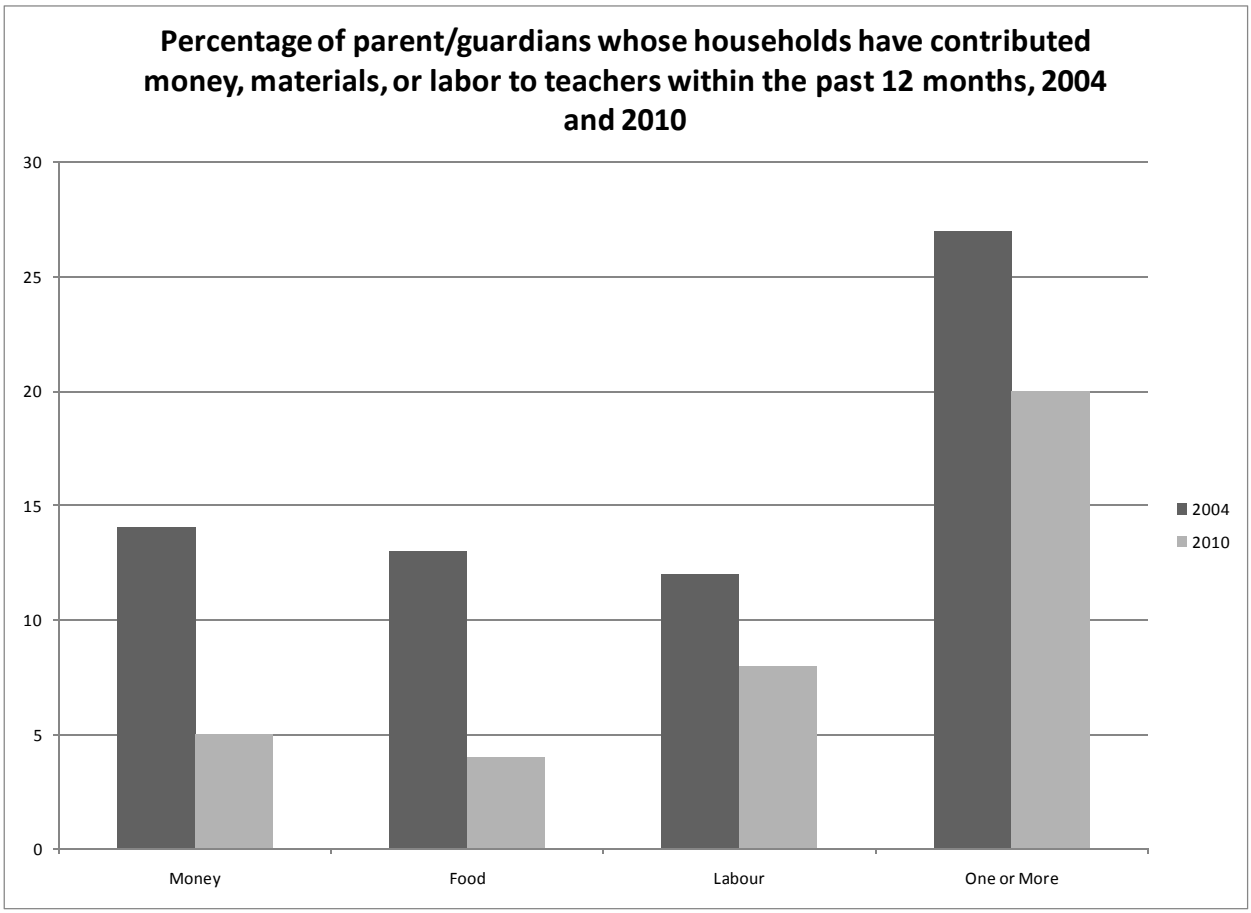
Table 9.5 Other household contributions to primary schooling

Percentage of parent/guardians whose households have contributed money, materials, or labor to teachers within the past 12 months, by background characteristics, 2010 NEDS

Background Characteristics	Money	Food	Labor	Gifts	One or more contributions	Number of parents / guardians
Residence						
Urban	8.0	2.4	3.9	14.2	22.0	8,484
Rural	3.9	5.1	9.6	6.6	18.7	18,274
Region						
North Central	3.5	5.1	7.8	3.2	14.2	3,851
North East	4.1	3.5	6.3	4.1	12.7	3,620
North West	4.4	3.6	5.4	3.1	11.9	6,803
South East	4.7	5.6	23.4	17.4	38.4	3,231
South South	3.2	2.5	9.8	8.7	18.3	3,858
South West	9.7	5.5	1.0	19.0	28.0	5,395
Economic status quintile*						
Lowest	2.3	3.1	6.4	2.0	10.6	5,172
Second	3.5	5.3	8.1	3.7	15.6	4,589
Middle	4.3	5.8	12.4	7.2	22.3	3,929
Fourth	5.8	3.5	5.3	10.2	18.6	3,342
Highest	11.4	2.8	2.0	18.6	26.1	3,169
Total	5.2	4.3	7.8	9.0	19.7	26,758

* Statistics generated on imputed data

Figure 9.3 Other Household Contributions to Teachers 2004 and 2010



10. PERCEIVED SCHOOL QUALITY

This chapter presents information on parents' or guardians' perceptions of the quality of the schools that their children attend, as well as on various education policies such as the requirement that all pupils wear uniform and disciplinary measures. Perceptions of school quality may well influence parents' or guardians' willingness to send children to school or to keep them in school through the end of primary school and beyond.

10.1 Presence of Parent–Teacher Associations (PTAs)

The percentage of parents or guardians whose children attended schools that have or do not have PTAs, by background characteristics are shown in Table 10.1. PTAs are not mandatory, but are encouraged by the FMOE.

Eighty-nine percent of respondents said there are PTAs at the schools their children attend (Table 10.1). Ninety-four percent of parents or guardians in urban areas and eighty-six percent in rural areas said there are PTAs at their children's schools. Among the zones, parents or guardians in the North West (77 percent) were the least likely to say there are PTAs at the schools their children attend, while parents or guardians in the South West zone (9 percent) were the most likely to say there are PTAs. Ninety-seven percent of people in the highest economic status quintile support the presence of PTA in primary school.

Table 10.1 Parent–Teacher Association (PTA)

Percent distribution of parent/guardians by presence of PTA in the primary school attended by their children, according to background characteristics and type of school attended, 2010 NEDS

Background Characteristics	Presence of PTA in Primary School: PTA at school	No PTA at school	Don't know/ missing	Total	Number of parents/guardians
Residence					
Urban	94.2	4.7	1.0	100.0	8,449
Rural	86.2	11.3	2.5	100.0	18,185
Region					
North Central	96.2	2.5	1.3	100.0	3,831
North East	78.1	18.7	3.2	100.0	3,606
North West	77.4	18.1	4.6	100.0	6,759
South East	96.8	3.1	0.0	100.0	3,226
South South	84.4	13.2	2.5	100.0	3,843
South West	99.0	0.7	0.3	100.0	5,369
Economic status					
Lowest	77.7	18.2	4.1	100.0	5,614
Second	83.2	13.7	3.1	100.0	5,376
Middle	90.1	7.9	2.0	100.0	5,471
Fourth	92.9	5.8	1.3	100.0	5,077
Highest	96.5	3.1	0.3	100.0	5,095
Total	89.0	9.0	2.0	100.0	26,634

Although many parents or guardians agree that they should be actively involved in school administration, some parents or guardians cannot participate in PTA because no such organization exists (9 percent). This shows a slight improvement over the same situation in 2004 (8 percent).

10.2 School Facilities

Parents or guardians were asked whether they agreed or disagreed that in order for a primary school to be a good school, its buildings had to be permanent structures (Table 10.2). The overwhelming majority (96 percent) of parents or guardians agreed that a good school had to have permanent buildings, and differences by the parents or guardians' gender, urban–rural residence, zones, and economic status are minimal although about 6 percent and 7 percent of the persons interviewed in North East and North West, respectively, disagree.

Table 10.2 Importance of permanent school buildings

Percent distribution of parent/guardians by whether they agree or disagree about school buildings, according to background characteristics and type of school attended, NEDS 2010

Background Characteristics	School must have permanent buildings: Agree	Disagree	Don't know / Missing	Total	Number of parents/guardians
Sex					
Male	96.1	3.5	0.4	100.0	13,037
Female	95.5	4.0	0.5	100.0	13,595
Residence					
Urban	95.6	4.1	0.2	100.0	8,449
Rural	95.8	3.6	0.5	100.0	18,185
Region					
North Central	96.7	2.3	1.0	100.0	3,831
North East	94.1	5.6	0.2	100.0	3,606
North West	92.2	6.9	0.8	100.0	6,759
South East	99.2	0.7	0.1	100.0	3,226
South South	97.8	2.0	0.3	100.0	3,843
South West	95.7	4.2	0.1	100.0	5,369
Economic status quintile*					
Lowest	95.0	4.2	0.8	100.0	5,614
Second	95.3	4.1	0.6	100.0	5,376
Middle	96.6	2.9	0.5	100.0	5,471
Fourth	96.0	3.7	0.3	100.0	5,077
Highest	95.6	4.4	0.0	100.0	5,095
Total	95.8	3.8	0.4	100.0	26,634

Parents or guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with school buildings and facilities, classroom overcrowding, and pupil safety at school (Table 10.3). Overall, the majority of primary school pupils attend schools that their parents or guardians consider to have relatively few problems, although parents or guardians' perceptions vary with the type of problem. Forty percent of pupils attend schools that their parents or guardians think have problems (both big and small) with school buildings and facilities, and 41 percent of pupils attend

schools that their parents or guardians think have problems with classroom overcrowding. Twenty-two percent of pupils attend schools that their parents or guardians think have problems with pupil safety.

Parents' or guardians' perceptions of problems at the schools their children attend differ considerably by the type of school pupils attend. Forty-nine percent of pupils attending government schools attend schools with perceived problems with school buildings and facilities, compared with 20 percent of pupils attending private schools. Similarly, half of the pupils attending government schools attend schools with perceived problems with overcrowding, compared with 16 percent of pupils attending private schools. The same pattern holds with respect to safety at school, with 26 percent of pupils attending government schools perceived problems with pupil safety, compared with 10 percent of pupils attending private schools.

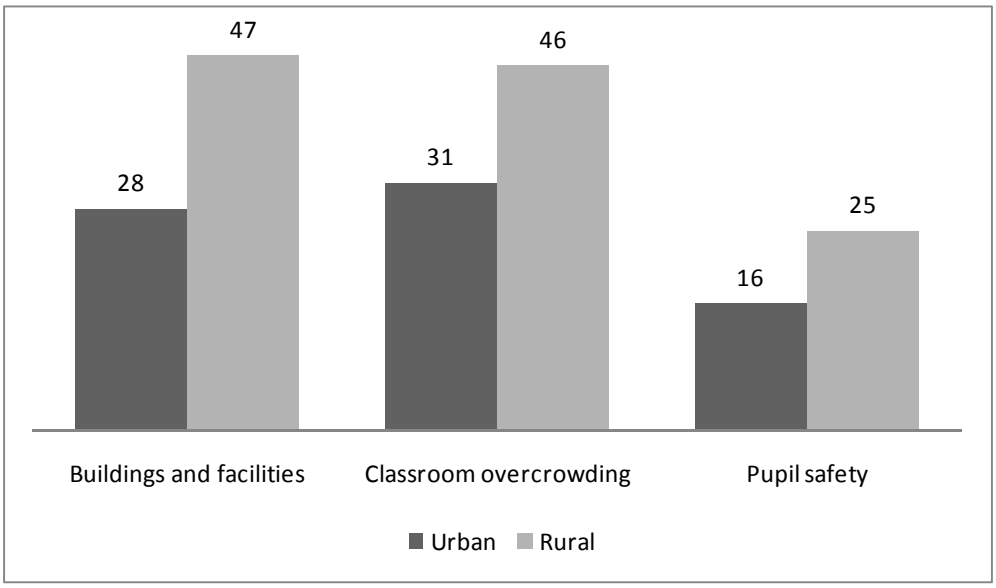
Table 10.3 Perceived problems with primary school buildings and facilities, classroom overcrowding, and pupil safety

Distribution of public and private school pupils by parents/guardians' perceptions of problems with primary school buildings and facilities, classroom overcrowding, and pupil safety according to background characteristics, NEDS 2010

	School buildings and facilities					Classroom overcrowding					Pupil safety					
Background Characteristics	Big Problem	Small Problem	No problem	Don't Know/ missing	Total	Big Problem	Small Problem	No problem	Don't Know/ missing	Total	Big Problem	Small Problem	No problem	Don't Know/ missing	Total	Number of pupils
Residence																
Urban	8.4	19.6	70.8	1.2	100.0	14.2	17.0	67.6	1.2	100.0	4.2	11.3	83.7	0.8	100.0	18,088
Rural	27.2	20.2	51.2	1.4	100.0	27.9	18.2	52.2	1.7	100.0	11.1	14.1	73.6	1.1	100.0	30,015
Region																
North Central	25.8	20.5	52.3	1.3	100.0	23.2	16.3	59.0	1.4	100.0	9.4	12.1	77.2	1.3	100.0	7,794
North East	34.2	25.7	38.5	1.5	100.0	48.7	21.4	27.5	2.5	100.0	17.6	16.0	65.0	1.4	100.0	4,994
North West	36.5	26.0	36.0	1.5	100.0	42.3	25.4	30.6	1.7	100.0	16.8	21.6	60.2	1.3	100.0	9,254
South East	12.2	19.1	67.9	0.8	100.0	11.0	16.5	71.3	1.1	100.0	5.2	13.9	79.9	1.0	100.0	6,695
South South	13.0	14.6	70.5	2.0	100.0	12.0	15.8	69.9	2.3	100.0	3.4	9.3	86.5	0.8	100.0	8,601
South West	3.7	15.4	80.0	0.9	100.0	5.8	11.7	81.9	0.6	100.0	1.3	6.5	91.9	0.3	100.0	10,765
School type																
Government	26.0	22.6	49.8	1.6	100.0	29.7	20.6	47.9	1.8	100.0	11.2	15.0	72.6	1.2	100.0	32,816
Private	6.1	13.4	79.9	0.7	100.0	5.7	10.7	82.8	0.8	100.0	2.1	8.2	89.1	0.5	100.0	12,901
Economic status quintile																
Lowest	40.1	19.3	38.6	2.0	100.0	42.2	17.4	38.0	2.4	100.0	15.7	14.7	67.9	1.7	100.0	5,453
Second	33.6	20.0	44.6	1.8	100.0	35.4	18.6	43.9	2.2	100.0	13.0	14.9	70.8	1.3	100.0	8,686
Middle	21.9	21.3	55.8	1.1	100.0	23.6	19.4	55.5	1.5	100.0	10.2	13.9	75.1	0.8	100.0	11,202
Fourth	12.3	21.5	64.9	1.3	100.0	15.9	18.5	64.3	1.3	100.0	5.4	13.7	79.8	1.0	100.0	11,290
Highest	5.3	17.4	76.5	0.8	100.0	8.4	14.9	75.9	0.7	100.0	2.6	9.2	87.7	0.5	100.0	11,465
Total	20.4	20.0	58.3	1.3	100.0	22.9	17.8	57.8	1.5	100.0	8.6	13.1	77.3	1.0	100.0	48,103

Among all pupils, there are urban–rural differences in the percentage of pupils attending schools with perceived problems (Figure 10.1). In urban areas, 28 percent of pupils attend schools with perceived problems with buildings and facilities, compared with 47 percent of pupils in rural areas. Thirty-one percent of pupils in urban areas and 46 percent in rural areas attend schools with problems with classroom overcrowding. Among both groups, the percentage attending schools with perceived problems with pupil safety is considerably lower (16 percent of pupils in urban areas and 25 percent of pupils in rural areas) which shows a notable difference by urban–rural residence.

Figure 10.1 Percentage of Primary School Pupils Whose Parents or Guardians Perceive Problems (Big or Small) in Schools Attended, by Residence



There are substantial zonal variations in perceived problems. Pupils in the South West are less likely than pupils in any other zone to attend schools with perceived problems with buildings and facilities, classroom overcrowding, or pupils' safety. For example, in the South West, just 19 percent of pupils attend schools with perceived problems with buildings and facilities, whereas in the remaining zones, the percentage ranges from 28 percent (in the South South) to 63 percent (in the North West). In terms of problems with classroom overcrowding, pupils in the northern zones are generally more likely than those in the southern zones to attend schools with problems. Forty percent of pupils in the North Central zone, 68 percent in the North West, and 70 percent in the North East attend schools their parents or guardians consider to be overcrowded, compared with 18 percent in the South West, 28 percent in the South East, and 28 percent in the South South. With respect to pupil safety at school, the zones with the highest perceived problems are the North East and North West zones (34 percent and 38 percent, respectively).

On economic status quintile, pupils of highest economic status parents are less likely to attend schools with perceived problems with buildings and facilities, classroom overcrowding, and pupil safety.

There are no remarkable differences between the results obtained in 2004 NDES compared with the results in 2010: 96 percent of parents or guardians agree that all school buildings must be permanent structures to qualify as being a good school, compared with 97 percent in 2004.

On perceived problems with primary school buildings and facilities, classroom overcrowding, and pupil safety, almost the same pattern holds in 2010 as in 2004. Economic status plays a major role in the type of school children attend. Most of the children whose parents are in the lowest economic status experience problems with the school buildings and facilities, classroom overcrowding, and pupil safety in school

because of their exposure to the risks associated with going to and coming from school, in most cases, unaccompanied. Also of interest, it appears that children who attend government schools experience these problems more than their counterparts who attend private schools.

10.3 School Policies

Parents or guardians were asked their opinion about whether requiring pupils to wear uniforms improved primary school quality, had no effect, or worsened school quality (Table 10.4). Almost all parents or guardians (99 percent) agreed that having pupils wear uniforms improved the quality of a school. This view was held by most parents or guardians regardless of their background characteristics.

Table 10.4 Importance of required uniforms

Percent distribution of parent/guardians by perceived effect of requiring pupils to wear uniforms on school quality, according to background characteristics, NEDS 2010

Background Characteristics	Effect of uniform requirement on school quality					Number of parent/ guardians
	Better	No effect	Worse	Don't Know/ missing	Total	
Sex						
Male	99.0	0.9	0.0	0.1	100.0	13,037
Female	99.1	0.7	0.1	0.1	100.0	13,595
Residence						
Urban	98.8	0.9	0.2	0.1	100.0	8,449
Rural	99.2	0.7	0.0	0.1	100.0	18,185
Region						
North Central	99.2	0.7	0.0	0.1	100.0	3,831
North East	99.6	0.2	0.1	0.1	100.0	3,606
North West	98.2	1.4	0.1	0.3	100.0	6,759
South East	99.6	0.4	0.0	0.0	100.0	3,226
South South	99.7	0.3	0.0	0.0	100.0	3,843
South West	98.6	1.1	0.3	0.0	100.0	5,369
Economic status quintile						
Lowest	98.6	1.0	0.1	0.2	100.0	5,614
Second	99.0	0.8	0.0	0.2	100.0	5,376
Middle	99.4	0.5	0.0	0.1	100.0	5,471
Fourth	99.2	0.7	0.1	0.1	100.0	5,077
Highest	98.7	1.0	0.2	0.0	100.0	5,095
Total	99.0	0.8	0.1	0.1	100.0	26,634

Parents or guardians were also asked whether caning pupils to enforce discipline improves school quality (Table 10.5). The majority of parents or guardians (91 percent) believe that caning pupils to enforce discipline improves school quality. Two percent of parents or guardians said that caning students negatively affected school quality, whereas 7 percent said that caning had no effect on school quality. Male and female parents' or guardians' perceptions do not differ appreciably. Moreover, place of

residence does not affect parents' or guardians' perception. In the zones, almost 9 out of every 10 parents or guardians think that caning improves school quality. Just under 90 percent of parent/guardians in the highest quintile believe that caning improves school quality; for all other socioeconomic groups, the level is just over 90 percent.

Table 10.5 The importance of caning pupils to maintain discipline

Percent distribution of parent/guardians by perceived effect of caning pupils to maintain discipline on school quality, according to background characteristics, NEDS 2010

Background Characteristics	Effect of caning pupils on school quality: Better	No effect	Worse	Don't Know/ missing	Total	Number of parent/ guardians
Sex						
Male	92.0	6.0	1.5	0.5	100.0	13,037
Female	90.9	6.9	1.8	0.4	100.0	13,595
Residence						
Urban	90.6	6.0	2.9	0.5	100.0	8,449
Rural	91.8	6.7	1.0	0.4	100.0	18,185
Region						
North Central	87.6	9.1	2.4	0.9	100.0	3,831
North East	96.0	3.0	0.8	0.2	100.0	3,606
North West	87.7	10.4	1.8	0.0	100.0	6,759
South East	97.4	2.4	0.2	0.1	100.0	3,226
South South	86.5	10.8	1.2	1.4	100.0	3,843
South West	95.5	1.7	2.8	0.1	100.0	5,369
Economic status quintile						
Lowest	91.7	6.8	1.3	0.2	100.0	5,614
Second	91.3	7.0	1.3	0.4	100.0	5,376
Middle	92.9	5.8	0.9	0.5	100.0	5,471
Fourth	91.8	6.6	1.0	0.7	100.0	5,077
Highest	89.3	6.5	3.9	0.3	100.0	5,095
Total	91.4	6.5	1.7	0.4	100.0	26,634

Parents or guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with head teacher performance and with teacher performance (Table 10.6). In general, about three in four pupils attend schools that their parents or guardians perceive have no problems with head teacher performance (76 percent) or with teacher performance (74 percent). Only twenty-two percent of pupils attend schools with perceived problems (big and small) with head teacher performance, and 24 percent attend schools with perceived problems with teacher performance. Pupils in private schools are less likely than those in public schools to attend schools their parents or guardians consider to have problems with head teacher performance or teacher performance.

There are also variations in parents or guardians perceptions of head teacher performance and of teacher performance by residence, zone and economic status. Twelve percent of parents or guardians in rural areas perceive big problems with head teacher performance, compared with 3 percent of parents or

guardians in urban areas. Pupils in the South West are least likely to attend schools with perceived problems with either head teacher (7 percent) or teacher (6 percent) performance. The more economically advantaged the household, the less likely a pupil is to attend a school with problems with either head teacher or teacher performance. Thirty-three percent of the pupils whose households are in the lowest quintile attend schools their parents or guardians consider to have head teacher performance problems, compared with just 11 percent of those in the highest quintile. The same pattern holds for problems with teacher performance, with 35 percent of the pupils in the lowest quintile and 11 percent of those in the highest quintile attending schools with perceived problems with teacher performance.

Table 10.6 Perceived problems with primary school head teacher and teacher performance

Percent distribution of public and non-public school pupils by parent/guardians' perceptions of problems with performance of primary school head teacher and performance of teachers, according to background characteristics, NEDS 2010

	Head Teacher performance					Teacher performance					
Background Characteristics	Big Problem	Small Problem	No problem	Don't Know/ missing	Total	Big Problem	Small Problem	No problem	Don't Know/ missing	Total	Number of pupils
Residence											
Urban	3.1	11.4	84.3	1.2	100.0	3.2	11.9	84.0	0.9	100.0	18,088
Rural	12.2	14.6	71.4	1.8	100.0	12.9	16.6	69.0	1.5	100.0	30,015
Region											
North Central	11.0	14.0	73.6	1.5	100.0	11.0	14.7	72.6	1.7	100.0	7,794
North East	19.7	20.3	58.7	1.3	100.0	21.1	20.5	57.1	1.3	100.0	4,994
North West	15.3	23.8	58.0	2.9	100.0	16.6	25.9	55.5	2.0	100.0	9,254
South East	3.9	10.7	83.6	1.8	100.0	5.1	14.6	78.9	1.4	100.0	6,695
South South	4.3	7.8	86.7	1.2	100.0	4.5	10.2	84.6	0.8	100.0	8,601
South West	1.8	5.3	92.3	0.6	100.0	1.4	4.9	93.1	0.5	100.0	10,765
School type											
Government	11.7	15.7	70.7	1.9	100.0	12.6	17.8	68.1	1.5	100.0	32,816
Private	1.7	7.7	89.9	0.7	100.0	1.3	7.5	90.6	0.6	100.0	12,901
Economic status quintile											
Lowest	17.0	15.6	64.5	2.9	100.0	17.5	17.6	62.9	2.0	100.0	5,453
Second	16.3	14.8	66.9	2.0	100.0	17.8	17.3	63.1	1.8	100.0	8,686
Middle	10.2	15.0	73.3	1.5	100.0	10.8	16.1	71.8	1.3	100.0	11,202
Fourth	4.2	13.9	80.5	1.3	100.0	4.3	15.6	78.9	1.2	100.0	11,290
Highest	1.7	8.9	88.7	0.7	100.0	1.7	9.1	88.6	0.5	100.0	11,465
Total	8.9	13.4	76.1	1.6	100.0	9.4	14.8	74.5	1.3	100.0	48,103

On the issue of school policies, the perception of parents or guardians on the importance of wearing school uniforms and caning of pupils to maintain discipline during the 2004 NDES is almost the same as found in 2010 NEDS. But, on the issue of problems with the performance of the primary school's head teacher and teacher, more parents or guardians believe that the performance of these classes of administrators is declining in 2010 compared with their performance in 2004 NDES.

10.4 Curriculum

Parent or guardian respondents were asked whether they agreed or disagreed that primary schools should teach more practical skills such as carpentry or sewing (Table 10.7). Most parents or guardians (78 percent) agreed that schools should teach more practical skills. Male and female parents or guardians agreed almost equally that primary schools should teach more practical skills (about 80 percent). Similarly, parents and guardians who live in the rural and urban areas (78 percent) also agreed. Parents or guardians in the South West were least likely to support primary schools teaching more practical skills (65 percent), whereas those in the North West were most likely to support practical skills (94 percent). Differences in responses by economic status were minor.

Table 10.7 Importance of learning practical skills in primary schools

Percent distribution of parent/guardians by whether they agree or disagree that primary schools should teach more practical skills, according to background characteristics, NEDS 2010

Background Characteristics	Primary schools will teach more practical skills				
	Agree	Disagree	Don't know/ Missing	Total	Number of parents/ guardians
Sex	79.2	19.8	1.0	100.0	13,037
Male	77.3	21.6	1.1	100.0	13,595
Female					
Residence	77.3	22.0	0.7	100.0	8,449
Urban	78.7	20.0	1.3	100.0	18,185
Rural					
Region					
North Central	76.4	22.3	1.3	100.0	3,831
North East	79.5	19.7	0.8	100.0	3,606
North West	93.7	4.6	1.6	100.0	6,759
South East	81.2	18.4	0.4	100.0	3,226
South South	74.0	24.8	1.2	100.0	3,843
South West	65.2	34.0	0.8	100.0	5,369
Economic status quintile					
Lowest	81.4	16.8	1.8	100.0	5,614
Second	81.3	17.5	1.2	100.0	5,376
Middle	78.6	20.5	0.9	100.0	5,471
Fourth	76.5	22.5	1.1	100.0	5,077
Highest	74.6	24.8	0.6	100.0	5,095
Total	78.2	20.7	1.1	100.0	26,634

In the 2010 NEDS, most parents or guardians' wish (78 percent on the average) to add vocational and practical skills training to the basic education curriculum is consistent with the 2004 NDES results (79 percent on average).

10.5 Parental Involvement

Parent or guardian respondents were asked whether having parents actively involved in the school improved school quality, had no effect, or made a school worse. Ninety-four percent of parents or guardians responded that parental involvement made a school better, but 5 percent responded it had no effect, and 1 percent responded it worsened school quality (Table 10.8).

Parents or guardians in the South West, South East, and North West, (99 percent, 97 percent, and 95 percent, respectively) strongly believed that parental involvement improved school quality, but those in the North Central (86 percent) were least likely to hold that belief. However, in no zone do more than 2 percent of parents or guardians think parental involvement worsens school quality.

Table 10.8 Importance of Parents Being Actively Involved in School

Percent distribution of parent/guardians by perceived effect of parents active involvement in their children's school on school quality, according to background characteristics, NEDS 2010

Background Characteristics	Effect of parental involvement on school quality					Number of parent/ guardians
	Better	No effect	Worse	Don't Know/ missing	Total	
Sex						
Males	93.9	4.7	0.7	0.8	100.0	13,037
Females	94.2	4.5	0.6	0.7	100.0	13,595
Residence						
Urban	94.7	3.8	1.0	0.6	100.0	8,449
Rural	93.7	5.0	0.5	0.8	100.0	18,185
Region						
North Central	86.2	11.5	0.7	1.6	100.0	3,831
North East	90.2	5.3	2.3	2.2	100.0	3,606
North West	95.4	3.7	0.5	0.3	100.0	6,759
South East	97.2	2.7	0.1	0.0	100.0	3,226
South South	92.8	5.4	0.9	1.0	100.0	3,843
South West	99.3	0.5	0.0	0.1	100.0	5,369
Economic status quintile						
Lowest	92.0	6.0	0.8	1.2	100.0	5,614
Second	92.2	6.0	0.7	1.1	100.0	5,376
Middle	94.1	4.6	0.4	0.9	100.0	5,471
Fourth	94.5	4.4	0.9	0.3	100.0	5,077
Highest	96.6	2.5	0.6	0.4	100.0	5,095
Total	94.0	4.6	0.6	0.7	100.0	26,634

11. PERCEIVED VALUE OF SCHOOLING

This chapter provides information on parents'/guardians' perceptions about the importance of post-primary schooling, the benefits of schooling, and the disadvantages of schooling. Parents'/guardians' attitudes about schooling may affect the likelihood of sending their children to school and keeping children in school through the end of the primary cycle, as well as the likelihood of children continuing to secondary school. The data presented below provide some insight into parents'/guardians' opinions on schooling.

11.1 Benefits of Schooling

Parent/guardians were asked to consider a 15-year-old boy who had completed primary school and who had left school thereafter and to consider a boy of the same age who had never attended school. Next, parent/guardians were asked what advantages, if any, the boy who finished primary school had over the boy who had never attended school. This question was followed by a similar question about girls. Because parent/guardians could list numerous benefits, the percentages in Tables 11.1 and 11.2 do not add to 100 percent.[20]

Overwhelmingly, parent/guardians consider primary schooling to be beneficial. Two percent of the parent/guardian respondents said that a boy who completed primary school has no advantage over a boy of the same age who had never attended school. Similarly, 1 percent of parent/guardians believe that schooling does not benefit girls. Comparing the result obtained with 2004 NDES data, parent/guardians see an increased benefit in sending girls to school but a reduced benefit in boys' education (Tables 11.1 and 11.2). The benefits, or lack thereof, vary greatly between regions. For example, 6 percent of parent/guardians in South East indicate there is no benefit of schooling for boys, but less than 1 percent of parent/guardians in South West and North West believe there are no benefits.

The parent/guardians who believed that boys and girls who completed primary school had an advantage over those who did not attend primary school listed one or more advantages for boys and for girls (Figure 11.1). In the discussion below, the benefits of schooling are addressed individually according to category, namely: economic benefits, academic skills, skills for life, and other skills.

Overall, economic benefits were not commonly cited among the benefits of schooling. Fourteen percent of parent/guardians listed the possibility of finding a job (or a better job than would otherwise be available) as a benefit of primary schooling for boys, and 13 percent of parent/guardians listed this benefit for girls. However, there is substantial regional variation, with parent/guardians in the North East having 9 percent as the lowest and the highest in the South East with 25 percent for boys. Parents/guardians also cited that another benefit of primary school education is that the attending child will help support the household and his or her parents (9 percent for both boys and girls), which shows an improvement over the 2004 NDES data that recorded 6 percent for boys and 7 percent for girls, respectively. There is regional variation in this category, as well, with parent/guardians in the South East region more likely than those in other regions to list this benefit for both boys and girls.

[20] Parents/guardians were not asked to answer "yes" or "no" to specific benefits, but instead were asked to list benefits without prompting. The interviewer then recorded the benefits listed by the respondent.

Table 11.1 Perceived benefits of primary school completion for boys

Percentage of parents/guardians who perceive benefits to completing primary school for a 15-year-old boy according to background characteristics, 2010 NEDS

Background characteristic	Perceived benefits of primary school completion for boys															Number of parents/ guardians
	No benefits	Chance to go to secondary school	Find a better job	Provide support to household/ parents	Literacy	Learn other languages	Numeracy	Critical thinking	Vocational/ technical	Morals/ values	Make a better marriage	Be a better parent	Better hygiene	Social inter-action skills	Others	
Sex*																
Male	2.1	25.5	14.0	9.1	47.8	11.8	8.5	14.9	9.0	19.9	2.0	3.4	4.3	10.1	0.6	13,037
Female	2.1	27.8	14.6	9.5	50.8	11.0	6.1	16.1	8.7	19.4	1.7	2.6	3.5	9.8	0.4	13,595
Residence																
Urban	2.3	32.9	16.0	12.4	53.8	11.7	7.3	19.8	10.1	23.7	2.2	3.2	4.2	12.9	0.4	8,449
Rural	2.0	23.8	13.5	7.8	47.3	11.3	7.3	13.5	8.3	17.8	1.7	2.9	3.7	8.6	0.5	18,184
Region																
North Central	2.5	30.0	10.7	8.7	55.0	18.6	11.1	12.0	6.3	16.8	0.7	0.8	3.3	7.2	0.3	3,831
North East	1.2	17.1	9.2	7.5	39.4	8.1	8.1	14.3	8.4	22.9	5.5	5.8	8.4	10.6	0.7	3,606
North West	0.6	24.9	14.4	7.5	37.9	11.4	9.3	7.9	7.6	17.9	2.4	6.6	6.5	10.6	0.1	6,757
South East	5.6	16.5	24.7	15.5	54.7	10.9	8.0	25.1	15.9	31.3	1.3	1.2	2.5	12.2	0.2	3,226
South South	4.6	36.3	18.7	10.2	63.4	13.0	5.0	17.8	9.2	20.7	0.2	0.0	0.0	3.5	1.5	3,843
South West	0.4	32.3	10.8	8.7	53.0	7.7	2.6	20.9	8.1	14.0	0.9	1.2	1.5	14.0	0.3	5,369
Economic status quintile*																
Lowest	1.0	15.9	9.6	5.6	32.7	8.7	6.6	8.7	6.0	12.1	1.8	3.4	3.9	6.3	0.3	5,614
Second	1.8	23.6	13.6	7.9	46.6	11.1	7.9	12.9	8.8	17.9	2.1	3.8	4.9	9.1	0.5	5,376
Middle	2.4	28.1	15.8	9.8	55.9	13.7	8.5	16.1	10.1	22.5	1.9	2.9	4.2	11.3	0.8	5,471
Fourth	2.9	31.1	18.1	10.4	57.8	13.4	7.7	18.6	10.2	23.2	2.0	2.7	3.6	11.7	0.4	5,077
Highest	2.4	35.8	14.9	13.1	55.0	10.3	5.7	22.0	9.4	23.4	1.3	1.9	2.6	11.8	0.4	5,095
Total	2.1	26.7	14.3	9.3	49.3	11.4	7.3	15.5	8.9	19.7	1.8	3.0	3.9	10.0	0.5	26,633

*Statistics based on imputed data

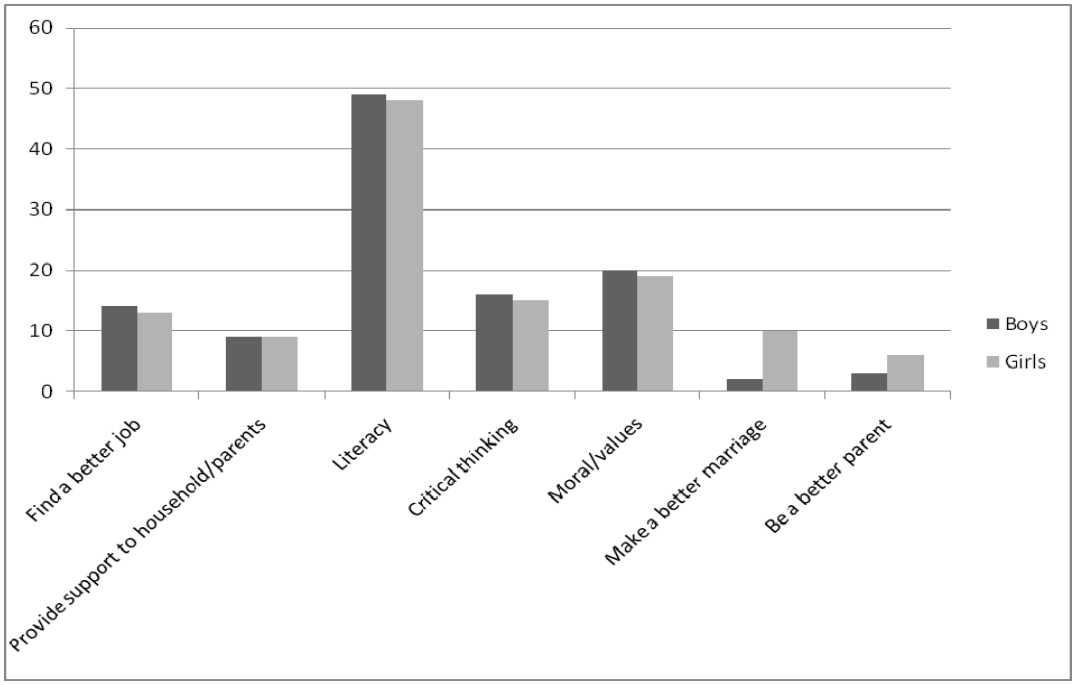
Table 11.2 Perceived benefits of primary school completion for girls

Percentage of parents/guardians who perceive benefits to completing primary school for a 15-year-old girl according to background characteristics, 2010 NEDS

Background characteristic	Perceived benefits of primary school completion for girls															
	No benefits	Chance to go to secondary school	Find a better job	Provide support to household/ parents	Literacy	Learn other languages	Numeracy	Critical thinking	Vocational/ technical	Morals/ values	Make a better marriage	Be a better parent	Better hygiene	Social inter-action skills	Others	Number of parents/ guardians
Sex*																
Male	0.5	24.8	12.7	8.9	46.6	11.4	8.1	14.3	8.5	19.6	10.1	6.1	11.7	17.1	0.4	13,037
Female	0.6	26.6	13.5	9.4	49.6	10.3	6.2	16.1	8.2	19.1	10.1	5.6	11.0	17.9	0.3	13,595
Residence																
Urban	0.3	32.4	14.6	12.4	52.7	10.9	7.2	19.4	9.8	23.4	10.6	6.4	11.7	21.9	0.4	8,449
Rural	0.6	22.6	12.4	7.7	46.0	10.8	7.1	13.3	7.6	17.4	9.9	5.6	11.2	15.5	0.4	18,184
Region																
North Central	0.2	28.5	9.5	9.5	54.2	18.5	11.4	11.6	5.8	16.2	8.3	4.0	11.3	15.1	0.3	3,831
North East	0.5	17.3	8.1	7.6	38.6	8.0	7.8	13.7	7.7	22.8	12.4	8.0	13.7	13.5	0.7	3,606
North West	1.4	21.2	10.6	7.3	35.8	10.3	9.0	7.5	6.9	17.6	11.2	8.0	10.5	10.4	0.0	6,757
South East	0.1	16.6	24.0	14.6	52.8	9.9	7.1	26.1	15.0	31.2	14.9	7.5	11.0	24.6	0.1	3,226
South South	0.2	36.7	18.8	10.0	62.7	12.3	4.8	17.3	8.9	20.0	12.6	5.6	21.8	27.3	1.2	3,843
South West	0.2	32.6	11.4	8.5	52.4	7.5	2.9	20.4	7.9	13.9	3.9	2.1	3.4	19.7	0.2	5,369
Economic status quintile*																
Lowest	0.8	15.3	8.9	5.2	30.8	8.5	6.7	8.3	5.2	12.1	7.9	4.9	7.9	8.8	0.3	5,614
Second	1.0	22.0	11.8	8.2	45.6	10.3	7.7	11.8	7.9	18.0	10.7	6.0	11.1	14.2	0.4	5,376
Middle	0.5	26.6	14.0	9.8	55.0	13.2	8.3	16.3	9.1	21.9	12.1	6.1	13.0	19.5	0.6	5,471
Fourth	0.1	30.4	17.1	10.1	56.8	12.8	7.3	18.8	9.9	22.4	11.1	6.8	13.6	22.4	0.3	5,077
Highest	0.3	35.5	14.1	13.0	53.7	9.5	5.5	21.7	9.8	23.1	8.8	5.4	11.2	23.7	0.3	5,095
Total	0.5	25.7	13.1	9.2	48.1	10.8	7.1	15.2	8.3	19.3	10.1	5.8	11.3	17.5	0.4	26,633

*Statistics based on imputed data

Figure 11.1 Percentage of Parent/Guardians Who Perceive Specific Benefits of Primary School Completion for Boys and Girls



Academic skills were frequently given as benefits of schooling, with literacy being mentioned by a higher percentage of parent/guardians than any other benefit (49 percent for boys and 48 percent for girls). Although less common, numeracy was also listed as a benefit by 7 percent of parent/guardians for both boys and girls. Also parent/guardians considered learning other languages to be an advantage of primary education (11 percent) for both boys and girls. Parent/guardians also said that the ability to think critically or analytically is a benefit to both boys and girls who complete primary school list (16 percent for boys and 15 percent for girls). Furthermore, 9 percent of parent/guardians listed vocational or technical skills as benefits of schooling for boys and 8 percent for girls.

Skills for life also figured among the perceived benefits of primary schooling. Although nearly equal percentages of parent/guardians listed the development of moral values as a benefit for boys and for girls (20 percent for boys and 19 percent for girls), they differed considerably about the role of primary schooling in helping a boy or a girl make a better marriage and become a better parent. Ten percent of parent/guardians believe that primary education will make better marriages for girls, as opposed to 2 percent for boys. Making a better marriage was cited as a benefit for girls far more often in the South East (15 percent) while the South West recorded the lowest (4 percent). Parent/guardians were almost equally likely to say that finishing primary school would make a girl a better mother as to say it would make a boy a better father (6 percent and 3 percent, respectively). About one in every ten parent/guardians listed improved social interaction skills among the benefits of schooling for both boys with about one in every five (18 percent) for girls. Respondents listed improved hygiene as a benefit for boys (4 percent) and girls (11 percent).

Several notable differences in perceptions among male and female parent/guardians exist about life skills: male respondents were more likely to list better hygiene as a benefit for boys and girls. Male parent/guardians have similar responses with the female respondents to list making a better marriage as a benefit for girls and boys (10 percent versus 2 percent respectively). This shows that there is a decrease in parent/guardians listing making a better marriage when compared with 2004 NDES data where it was 19 percent for girls.

The skills for life benefits of schooling were viewed differently by respondents in various regions. Respondents in the South East and North East were most likely to list the development of moral values as benefits for both boys and girls. Those in the northern regions generally were more likely than respondents in the south to list better hygiene as a benefit for boys.

11.2 Disadvantages of Schooling

Parent/guardians were also asked about the disadvantages of sending a boy to primary school and about the disadvantages of sending a girl to primary school. The results are shown in Tables 11.3 and 11.4.

Most parents/guardians said that there were no disadvantages to sending a boy or a girl to primary school, although they were more likely to see no disadvantages for boys than for girls (58 percent versus 56 percent, respectively). However, differences by urban–rural residence, region, and economic status exist. North East showed 47 percent responding that there are no disadvantages of a boy completing primary school while South South reported 70 percent. This trend was similar for girls in the same regions (44 percent in North East and 70 percent in South South). In urban and rural areas, comparable percentages of respondents said there are no disadvantages for a boy to complete school. Respondents in urban areas were more likely than those in rural areas to see no disadvantages for a girl to complete primary school (63 percent versus 53 percent). This result is very similar to the response for boys (64 percent versus 55 percent). The more economically advantaged the respondent, the more likely he or she was to see no disadvantages to schooling for girls, although the relationship is not very strong. Overall, there is a large increase in parent/guardians reporting disadvantages for sending both boys and girls to primary school as compared with 2004 NDES data. For example, in 2004, 93 percent of parent/guardians reported no disadvantages for boys compared with 58 percent in 2010; similarly for girls, 84 percent reported no disadvantages in 2004 compared with 56 percent in 2010).

Table 11.3 Perceived disadvantages of primary school completion for boys

Percentage of parents/guardians who perceive specific disadvantages to sending a boy to primary school according to background characteristics, NEDS 2010

	Perceived disadvantages of a primary school education for boys								
Background characteristic	No Disadvantages	Monetary cost of schooling	Loss of child's labor	Bad manners	Not willing to work	Migrate from Village	No benefits to Household	Others	Number of parents/ guardians
Sex*									
Male	54.8	1.4	1.7	2.2	1.3	0.8	0.9	0.2	13,037
Female	60.3	0.9	0.6	2.1	0.7	0.4	1.0	0.1	13,595
Residence									
Urban	63.7	1.3	0.8	3.1	1.0	0.4	1.5	0.1	8,449
Rural	54.8	1.1	1.3	1.7	1.0	0.7	0.7	0.2	18,184
Region									
North Central	58.8	3.0	5.6	4.5	3.5	2.3	1.9	0.1	3,831
North East	46.8	1.5	0.5	0.6	0.4	0.2	0.2	0.2	3,606
North West	49.6	0.4	0.7	0.5	0.6	0.4	0.3	0.1	6,757
South East	67.5	0.3	0.2	1.0	0.1	0.0	0.2	0.2	3,226
South South	70.4	0.2	0.2	0.9	0.3	0.3	0.1	0.0	3,843
South West	59.2	1.6	0.2	5.2	1.1	0.4	2.8	0.4	5,369
Economic status quintile*									
Lowest	38.3	1.0	1.1	1.0	0.7	0.5	0.3	0.1	5,614
Second	56.3	1.1	1.3	1.7	1.0	0.8	0.7	0.2	5,376
Middle	65.1	1.2	1.5	2.0	1.2	0.8	1.1	0.2	5,471
Fourth	65.6	1.3	1.0	2.8	1.1	0.6	1.2	0.3	5,077
Highest	64.5	1.1	0.6	3.4	0.9	0.2	1.5	0.2	5,095
Total	57.7	1.1	1.1	2.2	1.0	0.6	1.0	0.2	26,633

*Statistics based on imputed data

Table 11.4 Perceived disadvantages of primary school completion for girls

Percentage of parents/guardians who perceive specific disadvantages to sending a girl to primary school according to background characteristics, NEDS 2010

Background characteristic	Perceived disadvantages of a primary school education for girls										
	No Disadvantages	Monetary cost of schooling	Loss of child's labor	Bad manners	Not willing to work	Migrate from Village	Later marriage/ harder to find husband	Chance of being seduced	No benefits to Household	Others	Number of parents/ guardians
Sex											
Male	53.3	1.3	1.5	2.4	1.3	0.8	2.4	1.2	1.0	0.2	13,037
Female	59.1	1.0	0.7	2.1	0.7	0.3	1.5	0.9	1.1	0.2	13,595
Residence											
Urban	62.9	1.2	0.7	3.1	1.1	0.3	1.6	1.3	1.5	0.1	8,449
Rural	53.2	1.1	1.3	1.9	1.0	0.7	2.0	0.9	0.9	0.2	18,184
Region											
North Central	57.6	2.9	4.2	4.5	4.1	2.4	4.5	1.8	1.9	0.2	3,831
North East	43.7	1.4	0.6	1.2	0.6	0.5	2.3	1.6	0.7	0.3	3,606
North West	46.8	0.7	1.4	0.8	0.4	0.2	3.0	0.5	0.3	0.1	6,757
South East	67.2	0.2	0.3	1.1	0.1	0.0	0.2	0.4	0.1	0.2	3,226
South South	70.3	0.2	0.2	0.7	0.2	0.2	0.1	0.4	0.1	0.0	3,843
South West	59.0	1.6	0.2	5.0	1.0	0.3	0.8	1.6	2.8	0.4	5,369
Economic status quintile*											
Lowest	36.1	1.2	1.1	1.3	0.6	0.5	2.3	0.9	0.5	0.1	5,614
Second	53.6	1.1	1.8	2.1	1.0	0.8	2.9	0.9	0.8	0.2	5,376
Middle	64.1	1.1	1.1	1.9	1.3	0.8	2.0	1.0	1.1	0.2	5,471
Fourth	64.9	1.4	1.0	3.0	1.1	0.4	1.4	1.1	1.4	0.2	5,077
Highest	64.3	1.1	0.6	3.1	1.0	0.2	0.8	1.2	1.5	0.2	5,095
Total	56.2	1.2	1.1	2.3	1.0	0.5	1.9	1.0	1.1	0.2	26,633

*Statistics based on imputed data

For girls, among the cited disadvantages were learning bad manners (2 percent), delayed marriage (2 percent), and the danger of being seduced at school (1 percent). The monetary costs of schooling, the loss of a child's labor, the child not being willing to work, and the child's migration from the village were not frequently cited as disadvantages for both boys and girls.

Respondents in both rural and urban areas listed delayed marriage as a disadvantage of primary schooling for a girl at 2 percent. This shows a reduction in delayed marriage for girls as compared with 2004 data where 7 percent of parent/guardians adjudged that school led to delayed marriage of girls. Respondents in the North Central region were more likely than those elsewhere to list the loss of labor as a disadvantage for both boys and girls (6 percent and 4 percent, respectively). The difference by economic status for delayed marriage as a disadvantage of girls' schooling was stronger in families with incomes in the lowest to middle economic quintiles.

12. ABSENTEEISM AMONG PRIMARY SCHOOL PUPILS AND SECONDARY SCHOOL STUDENTS

This chapter examines the issue of absenteeism among primary school pupils and secondary school students. Pupils and students who are absent frequently or for long periods are likely to have difficulty mastering the material presented in class, making absenteeism a critical education issue.

Information on the frequency of absenteeism, however, can be difficult to obtain. Well-kept school records can be an invaluable source of information on the frequency of pupil absenteeism. Household surveys, on the other hand, depend on the accuracy of the respondents' recollection over time. Recognizing that parents'/guardians' recall may be problematic, the 2010 NEDS collected information about children's school attendance over the month of school preceding the interview (for children who were pupils or students at the time the household was surveyed).

12.1 Pupil and Student Absenteeism in the Preceding Year

The 2010 NEDS did not capture information on student absenteeism during the preceding year. During the review of the questionnaire, it was decided that it would be better to combine the two questions on student absenteeism. For this reason, Tables 12.1 and 12.2 in the 2004 NDES report are not replicated here, and the tables in this chapter begin with Table 12.3.

12.2 Primary School Pupil Absenteeism and Secondary School Student Absenteeism during the Month of School Preceding the Interview

Primary School Pupils[21]

Seventeen percent of pupils were absent one or more days during the four weeks preceding the interview (Table 12.3). There is slight variation by sex: 18 percent for males versus 16 percent for females. By residence, 20 percent of pupils in rural areas and 12 percent of their urban counterparts were absent one or more days during the month of school preceding the interview. Among the zones, 5 percent of pupils in South West were absent one or more days during the reference period, whereas 31 percent were absent in the North East. Ten percent of pupils whose parents/guardians are in the highest economic status quintile were absent one or more days, compared with 25 percent in the lowest quintile. Among pupils who missed school during the reference period, the mean number of days missed is 5.5.

[21] Primary school pupils attending boarding schools were not included in the calculations because parent/guardians would be less likely to know whether their children had missed school during the given week of school.

Table 12.3 Absenteeism among primary school pupils in the month of school preceding the interview

Percent distribution of primary school day pupils by absenteeism during the month of school preceding the interview, according to background characteristics, 2010 NEDS

Background Characteristics	Pupil Absenteeism: Attended all school days	Pupil Absenteeism: Absent one or more days	Pupil Absenteeism: Don't know/ missing	Total	Number of pupils	Mean days missed among pupils missing one or more days
Sex						
Male	79.0	18.0	3.0	100.0	15,375	5.4
Female	80.5	16.4	3.1	100.0	13,150	5.5
Residence						
Urban	85.2	11.9	2.9	100.0	9,406	4.9
Rural	77.0	19.9	3.1	100.0	19,119	5.6
Region						
North Central	79.9	16.6	3.5	100.0	4,899	6.3
North East	64.2	30.5	5.2	100.0	3,537	5.8
North West	79.9	17.2	2.9	100.0	6,426	5.5
South East	78.7	18.8	2.6	100.0	3,506	4.7
South South	76.1	21.4	2.5	100.0	4,670	5.0
South West	92.8	4.9	2.3	100.0	5,486	4.6
Economic status quintile						
Lowest	69.9	25.3	4.8	100.0	4,048	6.5
Second	75.5	20.9	3.6	100.0	5,999	5.7
Middle	78.9	18.4	2.7	100.0	6,929	5.1
Fourth	84.4	13.6	2.0	100.0	6,145	4.8
Highest	87.2	10.0	2.8	100.0	5,401	4.9
Total	79.7	17.3	3.1	100.0	28,525	5.5

The primary reasons given for absenteeism during the month of schooling before the survey are presented in Table 12.4. Illness was the most cited reason for missing school (36 percent). Whereas 22 percent of pupils missed school because they did not want to go to school, 11 percent missed school because of domestic work. Ten percent missed school to work on the family farm/business and 9 percent because school fees were due and no money was available. Five percent missed school to attend a family function such as a funeral, naming ceremony, or wedding. Only one percent missed school to work for an employer.

Table 12.4 Reasons for absenteeism among primary school pupils in the month preceding the interview

Percentage of primary school day pupils who missed school in the week preceding the interview, by reason for absenteeism and background characteristics, NEDS 2010

	Reasons pupil missed school									
Background Characteristics	Child needed for domestic work	Child needed for family farm/ business	Work for employer	School fees due	Child did not want to go	Funeral/ naming ceremony or wedding	Illness	Clothes were dirty	Others	Number of pupils
Sex										
Male	8.8	11.8	1.3	8.9	22.7	4.5	35.4	3.2	19.8	2,773
Female	12.8	8.5	0.8	9.3	20.4	5.3	36.8	3.3	20.6	2,155
School type										
Government	11.6	12.0	1.2	7.0	24.0	4.2	35.4	3.4	20.0	4,010
Private	5.4	2.9	0.1	18.2	11.8	8.0	38.7	2.8	21.3	874
Residence										
Urban	6.5	3.5	0.5	10.8	17.4	7.9	41.0	3.6	20.2	1,124
Rural	11.8	12.4	1.2	8.6	23.0	3.9	34.6	3.2	20.2	3,804
Region										
North Central	7.3	6.9	0.3	8.8	16.9	3.2	26.9	2.9	37.9	813
North East	7.4	11.9	0.1	3.0	26.3	5.0	32.0	2.7	25.3	1,080
North West	15.0	17.8	4.0	3.6	27.5	4.3	42.3	5.3	8.0	1,106
South East	16.8	6.8	0.3	14.7	15.0	9.1	37.4	3.4	11.5	658
South South	9.4	7.8	0.2	18.0	20.6	3.8	35.3	2.5	21.3	1,001
South West	3.9	1.5	0.4	9.8	14.9	5.1	53.4	0.6	13.0	269
Economic status quintile										
Lowest	14.7	16.4	2.3	7.3	22.3	4.8	32.6	3.6	18.0	1,025
Second	13.5	14.7	1.1	5.7	25.1	3.7	33.7	3.2	19.3	1,252
Middle	8.4	8.1	0.7	8.5	22.9	4.4	33.9	3.6	25.2	1,275
Fourth	8.0	4.4	0.4	13.6	18.4	5.3	43.3	3.4	16.6	836
Highest	4.5	3.1	0.2	14.8	14.8	8.2	42.0	2.0	20.1	537
Total	10.6	10.3	1.1	9.1	21.7	4.9	36.0	3.3	20.2	4,928

Secondary School Students

Overall, 15 percent of students were absent one or more days the month preceding the interview.[22] Among students who missed one or more days during the month of school before the interview, the mean number of days missed is about 5. There is very little difference by gender of secondary school students missing school in the previous month. More students in rural areas were absent (18 percent) than in the urban areas (12 percent). Students in the North East and South South (21 and 22 percent, respectively) were absent one or more days, compared with 7 percent of students in the South West. The higher the economic status of the family, the fewer student absences occurred in the previous month for secondary school students.

[22] The number of students absent from school during the week before the household interview was insufficient to allow the presentation of data on the reasons for absenteeism.

Table 12.5 Absenteeism among secondary school students in the month of school preceding the interview

Percent distribution of secondary school day students by absenteeism in a month of school preceding the interview, according to background characteristics, NEDS 2010

Background Characteristics	Student absenteeism: Attended all school days	Absent one or more days	Don't Know/ missing	Total	Number of pupils	Mean days missed among pupils missing one or more days
Sex						
Male	81.5	15.4	3.0	100.0	5,143	5.2
Female	83.4	14.3	2.3	100.0	4,683	4.9
Residence						
Urban	85.7	11.6	2.7	100.0	4,332	5.0
Rural	79.8	17.5	2.7	100.0	5,494	5.1
Region						
North Central	82.0	14.4	3.6	100.0	1,377	6.1
North East	72.5	21.4	6.2	100.0	652	6.4
North West	86.4	12.8	0.8	100.0	1,276	4.0
South East	78.0	19.7	2.3	100.0	1,593	4.4
South South	75.5	21.7	2.8	100.0	2,123	5.1
South West	90.9	6.7	2.5	100.0	2,805	4.8
Economic status quintile						
Lowest	74.6	21.1	4.3	100.0	551	6.3
Second	76.8	19.6	3.5	100.0	1,343	5.1
Middle	80.4	17.0	2.7	100.0	2,216	5.3
Fourth	84.6	12.9	2.4	100.0	2,682	4.7
Highest	85.8	11.9	2.3	100.0	3,033	4.8
Total	82.4	14.9	2.7	100.0	9,826	5.1

12.3 Pupil Absenteeism and Household Work

Parent/guardians were asked whether they agreed or disagreed with the statement that children should be kept away from school to work or help at home whenever necessary. Nine percent of the parent/guardians agreed and 90 percent disagreed. Although there are no notable differences by sex and urban–rural residence, slight differences in opinion exist based on the economic status of parents/guardians but without a clear trend. For example, in the lowest quintile, 86 percent disagree; and in the highest quintile, 88 percent disagree. However, there are differences by zones, with the highest level of agreement occurring in the North East (15 percent) and the lowest in the South South (2 percent).

Table 12.6 Importance of child's work or help in the household

Percent distribution of parent/guardians by whether they agree or disagree that parents should keep their children home from school whenever necessary to work or help in the household, according to background characteristics, 2010 NEDS

Background Characteristics	Should keep children home whenever neccessary to work or or help in the household: Agree	Disagree	Don't know/ Missing	Total	Number of parents/ guardians
Sex*					
Male	10.3	89.1	0.6	100.0	13,037
Female	8.7	90.4	0.9	100.0	13,595
Residence					
Urban	10.8	88.6	0.7	100.0	8,449
Rural	8.7	90.4	0.8	100.0	18,184
Region					
North Central	10.8	87.4	1.8	100.0	3,831
North East	14.6	85.0	0.4	100.0	3,606
North West	11.8	86.3	2.0	100.0	6,757
South East	6.9	93.0	0.1	100.0	3,226
South South	2.0	98.0	0.0	100.0	3,843
South West	10.9	89.0	0.1	100.0	5,369
Economic status quintile*					
Lowest	11.9	87.0	1.2	100.0	5,614
Second	10.9	87.8	1.3	100.0	5,376
Middle	7.7	91.7	0.7	100.0	5,471
Fourth	6.8	92.5	0.7	100.0	5,077
Highest	11.1	88.6	0.3	100.0	5,095
Total	9.4	89.8	0.8	100.0	26,633

12.4 Pupil Absenteeism and Household Work, 2004 and 2010

The view of parents/guardians was sought during the two surveys on the importance of child's work or help in the household. In 2004, 25 percent of parents/guardians agreed that parents should keep their children home from school whenever necessary to work or help in the household, whereas just 9 percent agreed in 2010. Similarly, 74 percent of parents disagreed with this view in 2004, compared with 90 percent in 2010.

13. REPRODUCTIVE HEALTH, HIV/AIDS, AND EDUCATION

This chapter presents data on parent/guardians' views on teaching reproductive health education and HIV/AIDS education in primary school. It examines parent/guardians' beliefs about the ways their children presently learn about reproductive matters; their opinions about whether reproductive health education should be included in the curriculum; why it should not be taught in school (if they believe it should not be taught), and at what age and class children should start learning about reproductive matters. It also presents data on parents'/guardians' awareness of HIV/AIDS; their perceptions of its impact on children's schooling; and their opinions about whether HIV/AIDS education should be included in the curriculum, why it should not be taught (if they believe it should not be taught); and at what class children should start learning about HIV/AIDS.

Parent/guardians' views on reproductive health education and HIV/AIDS education can inform whether and how these subjects are introduced and taught in primary school. The results of the survey show that parents/guardians are more supportive of HIV/AIDS education than reproductive health education, but the data also suggest that the majority of parents/guardians would support primary school instruction on both reproductive matters if done at the upper primary class levels or for older children.

13.1 Reproductive Health Matters and Education

Sources of Information about Reproductive Health Matters

Parent/guardian respondents were asked about specific sources of information from which the children in their community learn about reproductive matters such as conception, contraception, and hygiene. They most often cited the following sources of information: other parent/guardians, schools, teachers, friends, radio, television/movies and health centers/clinic. Fifty percent of parent/guardian respondents say that the parent/guardians of individual children provide information about reproductive matters. Sixty percent of the parent/guardians say that teachers or schools provide reproductive education, followed by children's friends (27 percent), radio (26 percent), and television or movies (19 percent). Clinics and health centers (18 percent) were also cited as sources of information on reproductive matters (Table 13.1).

Gender differences among parent/guardian respondents are minor, male parent/guardians were more likely than female respondents to provide information on reproductive health to children (52 percent versus 49 percent). However, female parent/guardians are more likely than male respondents to mention teachers or schools as a source of information (64 percent and 55 percent, respectively).

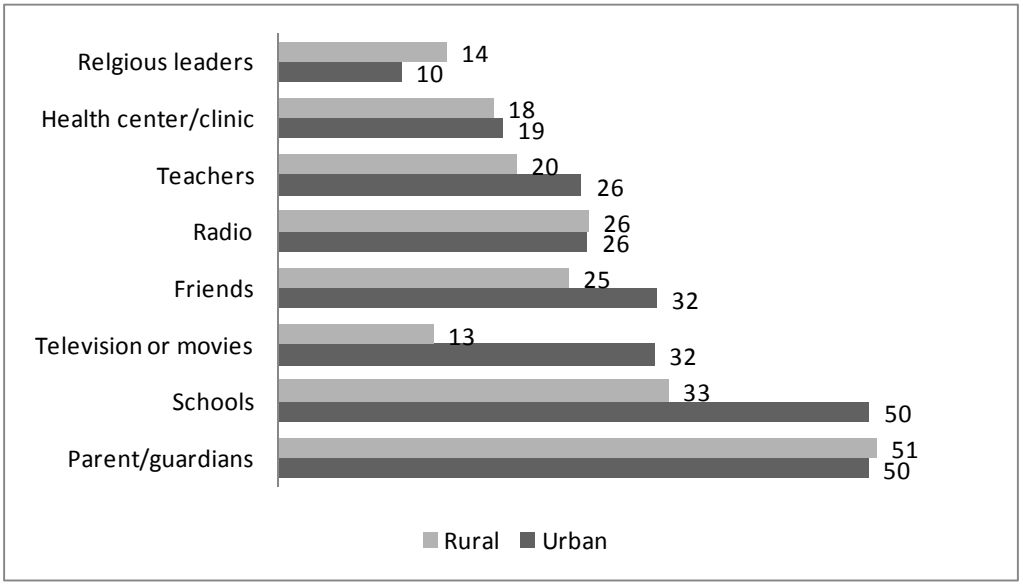
With a few exceptions, urban–rural differences were also minimal. Respondents in urban areas were more likely than those in rural areas to list teachers or schools as sources of information on reproductive matters (76 percent versus 53 percent). Respondents in urban areas were more likely than those in rural areas to list television or movies as sources of information (32 percent versus 13 percent). Similarly, a higher percentage (32 percent) of parent/guardians in urban areas than in rural areas (25 percent) named friends as a source of information more often.

Table 13.1 Children's sources of information on reproductive matters

Percentage of parent/guardians listing specific sources of information on reproductive matters for children, by background characteristics, NEDS 2010

Background Characteristics	Sources of Information on reproductive matters													Number of of Parents/ Guardians
	Parent/ guardian	Brothers/s isters	Other relatives	Friends	Religious leaders	Teachers	Pupils	Newspapers/ Magazines	Radio	Television/ Movies	Health Center/ Clinics	School	Others	
Sex														
Male	51.8	11.0	6.9	25.4	15.1	22.5	5.6	5.1	26.5	15.5	19.7	32.9	3.0	13,037
Female	49.1	8.9	6.4	28.4	11.0	21.3	5.4	5.9	26.0	22.4	16.9	42.8	2.8	13,595
Residence														
Urban	49.9	10.3	5.0	32.0	10.4	25.7	5.5	8.4	26.2	31.8	18.5	49.7	1.8	8,449
Rural	50.6	9.7	7.4	24.6	14.2	20.1	5.5	4.2	26.3	13.1	18.2	32.5	3.4	18,185
Region														
North Central	58.6	14.8	6.8	18.0	13.8	29.3	3.6	4.9	14.7	13.8	16.1	43.6	4.7	3,831
North East	45.2	9.2	6.8	17.1	16.2	23.0	1.5	1.6	21.1	7.1	18.6	3.7	8.4	3,606
North West	52.4	10.7	9.5	19.3	15.2	16.8	8.1	3.2	37.9	5.0	16.5	0.2	1.7	6,759
South East	62.8	8.4	5.0	32.4	14.6	26.8	8.4	13.6	27.5	26.9	24.4	74.0	1.7	3,226
South South	42.5	9.3	6.5	38.7	15.7	25.9	3.9	9.2	30.6	33.3	27.3	70.9	2.0	3,843
South West	43.6	7.3	3.9	37.8	4.7	16.5	5.8	4.2	19.3	33.5	11.7	58.9	0.8	5,369
Economic status quintile														
Lowest	52.0	12.8	9.5	20.6	16.2	16.5	5.4	1.6	26.7	4.5	14.4	13.8	4.9	5,614
Second	50.1	9.6	7.3	22.1	14.7	21.1	6.0	3.3	26.5	8.9	17.4	23.9	3.9	5,376
Middle	49.4	8.0	6.2	26.9	12.2	23.7	5.4	5.5	24.5	18.1	21.9	43.1	2.5	5,471
Fourth	47.9	8.5	5.6	32.1	12.2	23.4	5.9	8.4	28.0	29.0	21.7	51.8	1.7	5,077
Highest	52.3	10.5	4.4	33.8	9.4	25.3	4.9	9.4	25.4	36.9	16.2	59.9	1.2	5,095
Total	50.4	9.9	6.7	26.9	13.0	21.9	5.5	5.6	26.2	19.0	18.3	37.9	2.9	26,634

Figure 13.1 Children's Sources of Information on Reproductive Matters, by Residence



There is a wide variation across regions in views on where the children in the community learn about reproductive matters. Schools are seen as source of reproductive information with highest response by parent/guardians in the South East (74 percent) and the lowest from the North West (less than 1 percent). Although teachers are listed as an important resource in 2010 (22 percent), parents/guardians listed them more frequently in 2004 with 41 percent. There is a downward trend on teacher's importance as source of information on reproductive matters across regions as shown in North West and South West (17 percent)

and North Central (29 percent), compared with North West (31 percent) and South East (68 percent) in 2004.

The majority of parent/guardians in the South East (63 percent) listed parent/guardians as sources of information compared with the South South (43 percent). In the South South, 39 percent of respondents say that children get information on reproductive matters from friends, compared with 17 percent in the North East. Parent/guardians in the South East were most likely to list schools as sources of information (74 percent), but those in the North West were the least likely (less than 1 percent). Respondents in the North Central are least likely to list the radio (15 percent) as a source of information; and those in the North West are least likely to list television and movies (5 percent, Table 13.1).

There is no established trend on socio-economic status of parent/guardian respondents in the sources of information on reproductive matters through parent/guardians. In contrast, the more advantaged the respondents, the more likely he or she was to list schools as a source of information (60 percent in the highest quintile, compared with 14 percent in the lowest quintile).

Reproductive Health Education and Primary Schooling

Sixty-nine percent of respondents said that primary schools should teach pupils about reproductive matters, but 29 percent disagreed (Table 13.2). Male parent/guardians (70 percent) were more likely than female parent/guardians (67 percent) to favor the inclusion of reproductive health education in the primary school curriculum. There is little variation in the response of parent/guardians in both rural and urban in favor of teaching reproductive health education in primary schools.

However, regional differences exist (Figure 13.2). Among the zones, the South West has the highest percentage of respondents (42 percent) opposed to teaching reproductive health to primary school pupils. In contrast, the highest incidence of support for teaching pupils about reproductive matters is in the South South (80 percent), followed closely by the North Central (79 percent). About two thirds of the parent/guardians in the North East, North West, and South East favor teaching of reproductive matters to primary school children.

By socio-economic status of respondents, there are no substantial variations in the support for teaching of reproductive matters to primary school pupils.

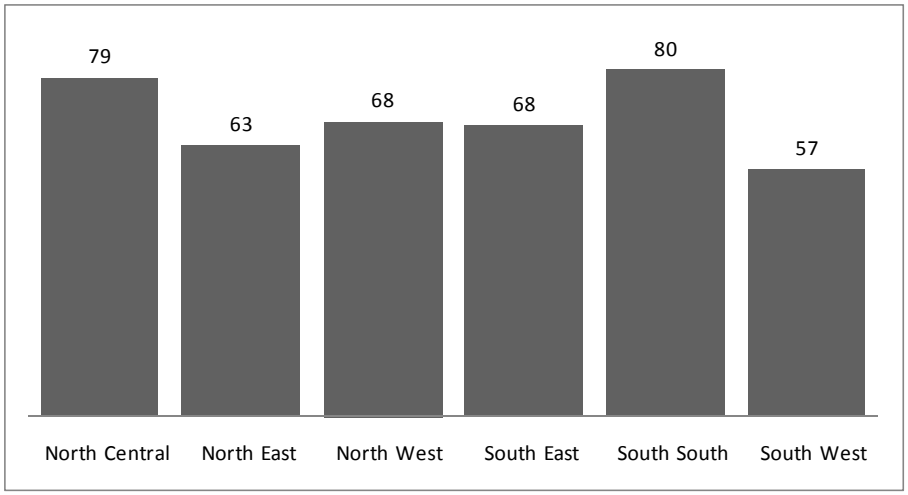
A comparison of the 2004 NDES with the 2010 NEDS shows an increase in the support for including reproductive health education in the curriculum: from 62 percent in 2004 to 69 percent in 2010. As a corollary, opposition to reproductive health education declined: from 35 percent in 2004 to 29 percent in 2010. A remarkable increase in the support for teaching reproductive matters occurs in the South South, from 66 percent in 2004 to 80 percent in 2010. Support for inclusion of reproductive health education in the primary school curriculum declined in the North Central and the North East regions, from 82 percent and 69 percent in 2004 to 79 percent and 63 percent, respectively.

Table 13.2 Views on primary school teaching about reproductive matters

Percent distribution of parent/guardians by whether they think primary schools should teach pupils about reproductive matters, according to background characteristics, NEDS 2010

Background Characteristics	Primary schools should teach about reproductive matters: Yes	No	Don't Know/ Depends/ missing	Total	Number of parent/ guardians
Sex					
Male	70.2	26.7	3.0	100.0	13,037
Female	66.8	30.1	3.1	100.0	13,595
Residence					
Urban	68.8	29.5	1.7	100.0	8,449
Rural	68.3	28.0	3.7	100.0	18,185
Region					
North Central	78.6	17.7	3.7	100.0	3,831
North East	62.9	29.2	7.9	100.0	3,606
North West	68.4	27.3	4.3	100.0	6,759
South East	67.5	32.0	0.4	100.0	3,226
South South	80.3	18.7	1.0	100.0	3,843
South West	57.3	41.8	0.9	100.0	5,369
Economic status quintile					
Lowest	66.7	26.3	7.0	100.0	5,614
Second	69.1	26.9	4.0	100.0	5,376
Middle	68.1	30.1	1.8	100.0	5,471
Fourth	68.2	30.5	1.3	100.0	5,077
Highest	70.5	28.7	0.8	100.0	5,095
Total	68.5	28.5	3.1	100.0	26,634

Figure 13.2 Percentage of Parent/Guardians in Favor of Reproductive Health Education in Primary Schools, by Region



Parent/guardians were asked about their opinion regarding the teaching of reproductive matters in primary schools. Eighty-three percent of those opposing reproductive health education said that children are too young to learn about sex. Other reasons against teaching reproductive health include parental concerns

that reproductive health education encourages children to have sex (17 percent) and that it is not appropriate to teach such subject in primary school (11 percent). Fewer parents/guardians expressed concerns that reproductive health education is against their religion (6 percent) or said that reproductive health education is the parents' job (4 percent). Only 3 percent felt that it could be taught, but that male and female children should be taught separately (Table 13.3 and Figure 13.3).

Female respondents are more likely than their male counterparts (85 percent versus 82 percent) to object to teaching reproductive health education in primary schools because the children are too young. On the other hand, male respondents are more likely than their female counterparts to say that it is not appropriate to teach the topic in schools (12 percent versus 10 percent, respectively). Parent/guardians in urban areas are more likely than those in rural areas to say that primary school children are too young to be taught reproductive health matters (88 percent versus 81 percent, respectively).

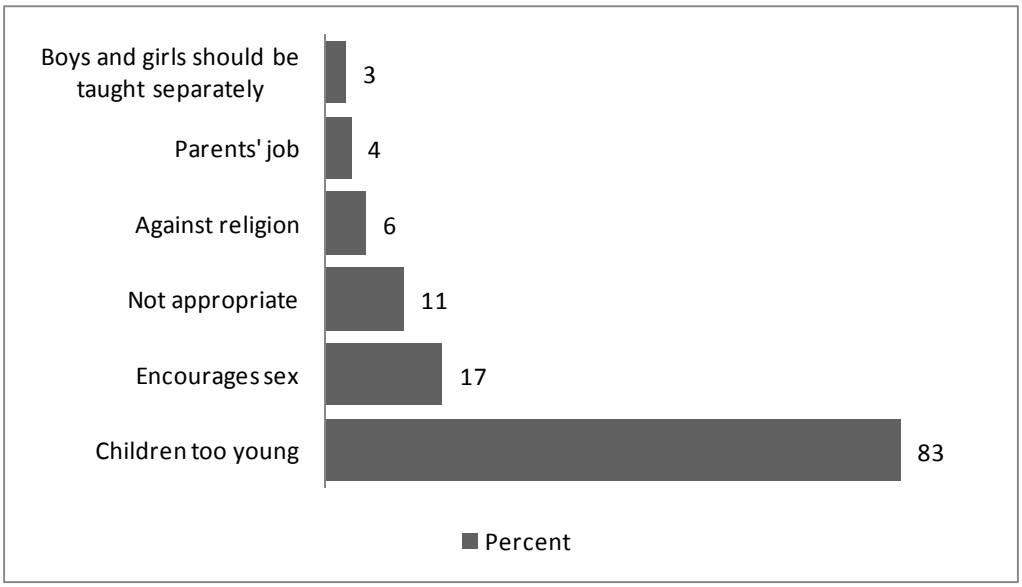
Across zones, parents/guardians expressed concern that primary school pupils are too young to be taught reproductive health education. Respondents in the North West were the least concerned that reproductive health education would encourage children to have sex (3 percent). The concern that teaching of reproductive health education is against religion is highest in the North East (20 percent) and lowest in the South East and South South (less than 1 percent).

Table 13.3 Reasons primary schools should not teach about reproductive matters

Among parent/guardians who think that primary schools should not teach about reproductive matters, the percentage citing specific reasons for not teaching about these matters, by background characteristics, 2010 NEDS

	Reasons schools should not teach about reproductive education							
Background Characteristics	Not appropriate to teach reproductive health education in schools	Reproductive health education is the parents' job	Children are too young	Boys and girls should be taught separately	Against religion	Encourages children to have sex	Other reasons	Number of parents/guardians
Sex								
Male	12.4	5.0	81.5	3.4	6.2	16.1	0.8	3,466
Female	10.4	2.9	84.7	2.9	4.8	16.8	0.7	4,074
Residence								
Urban	9.9	1.9	87.7	1.9	4.5	18.8	0.5	2,482
Rural	12.0	4.8	81.0	3.7	5.9	15.3	0.8	5,058
Region								
North Central	11.8	5.4	84.4	0.3	5.3	15.4	1.7	672
North East	24.1	7.5	74.5	10.0	20.4	26.5	0.5	1,050
North West	9.7	5.9	79.4	6.2	5.0	3.0	0.5	1,837
South East	5.3	0.8	85.1	0.2	0.1	23.1	0.7	1,028
South South	2.7	1.6	85.8	0.1	0.7	12.6	2.6	718
South West	12.0	2.1	88.4	0.4	2.8	21.3	0.2	2,233
Economic status quintile								
Lowest	16.6	8.7	73.2	6.3	10.8	14.4	0.7	1,469
Second	12.4	4.4	81.4	4.6	7.5	15.3	1.1	1,439
Middle	8.8	2.9	84.8	1.6	3.6	18.1	0.6	1,635
Fourth	9.8	2.2	86.0	2.5	3.4	19.0	0.6	1,539
Highest	9.3	1.2	90.3	0.8	2.4	15.1	0.8	1,457
Total	11.4	3.8	83.2	3.1	5.5	16.5	0.7	7,567

Figure 13.3 Parents'/Guardians' Specific Reasons for Opposing Teaching Reproductive Health Education in Primary Schools



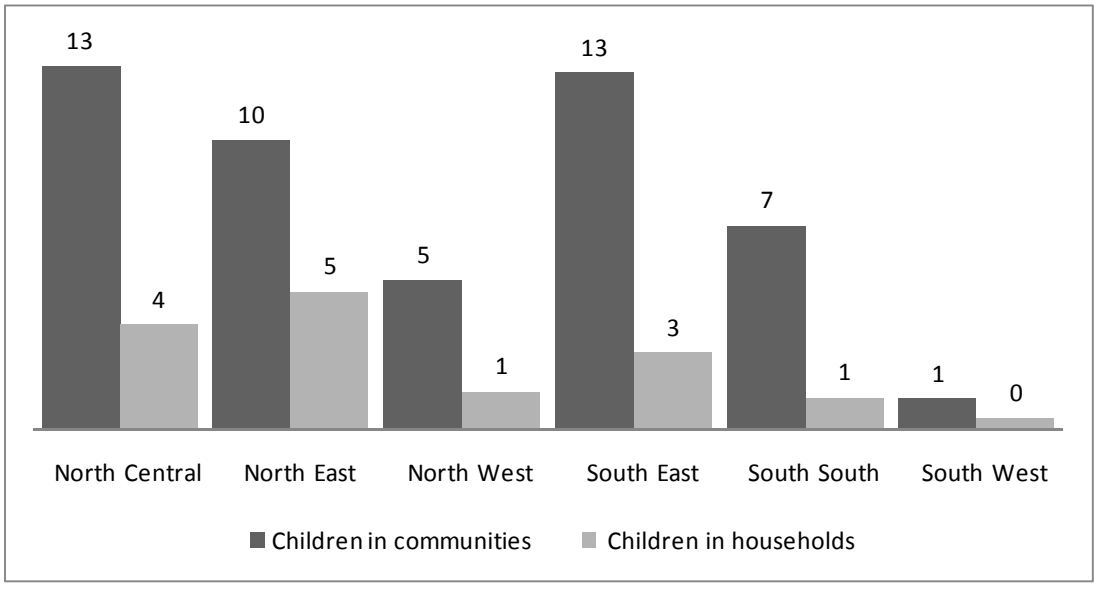
Among parents/guardians who said that primary schools should include a reproductive health education curriculum (Table 13.4), the highest percentages indicate that pupils should first be taught in the upper primary classes (primary 4, 5, and 6): 24 percent specified primary 4; 25 percent primary 5, and 22 percent primary 6. Overall, only nine percent of parent/guardians identify primary 1 as the earliest class to introduce reproductive health matters for pupils.

Table 13.4 Age that pupils should be taught about reproductive matters in primary school

Percent distribution of parent/guardians who think that pupils should be taught about reproductive matters in primary school, by school class in which they think pupils should first be taught about reproductive matters, according to background characteristics, NEDS 2010

Background Characteristics	Class in which pupils should be taught about reproductive matters						Total	Number of parent/ guardians
	1	2	3	4	5	6		
Sex								
Male	9.7	6.0	15.6	23.9	23.8	21.1	100.0	13,037
Female	8.6	3.8	13.7	23.6	26.7	23.6	100.0	13,595
Residence								
Urban	7.4	3.2	14.0	25.7	29.6	20.1	100.0	8,449
Rural	10.0	5.7	15.0	22.8	23.2	23.3	100.0	18,185
Region								
North Central	10.7	11.3	22.1	20.9	21.0	14.0	100.0	3,831
North East	16.9	6.7	11.3	22.1	19.3	23.7	100.0	3,606
North West	7.7	5.2	14.2	23.7	22.4	26.8	100.0	6,759
South East	6.6	2.2	13.8	25.3	31.9	20.2	100.0	3,226
South South	11.5	2.0	13.3	24.2	24.6	24.4	100.0	3,843
South West	3.6	1.7	12.7	26.0	34.0	22.0	100.0	5,369
Economic status quintile								
Lowest	12.8	7.7	15.5	20.8	20.0	23.2	100.0	5,614
Second	10.0	5.8	15.4	24.0	21.8	22.9	100.0	5,376
Middle	8.6	5.2	15.2	23.2	24.7	22.9	100.0	5,471
Fourth	7.8	3.0	12.9	24.0	28.9	23.4	100.0	5,077
Highest	6.3	2.5	14.1	26.7	31.3	19.0	100.0	5,095
Total	9.2	4.9	14.7	23.7	25.2	22.3	100.0	26,634

Figure 13.4 Percentage of Children in Communities and Households Who Do Not Attend School Because Parents Have Contracted or Have Died of HIV/AIDS, by Region



All parent/guardian respondents were asked about their preferred age to begin teaching children about reproductive health matters. Overall, parents/guardians believe that male children should start learning about reproductive health at age 13 (Table 13.5). For all children, parent/guardians who support teaching reproductive health education in primary school identify a lower mean age for first instruction than parent/guardian respondents who object to teaching reproductive health education in primary school (12 and 16 mean ages for boys and 11 and 14 for girls, respectively). On average, parent/guardians who responded that primary schools should include reproductive health education in the curriculum said age 12 is the most appropriate age for males to start learning about reproductive matters. In contrast, respondents who opposed reproductive health education in primary schools said males should start learning about these matters four years later, at age 16. Respondents' views about when females should start learning about reproductive matters take similar pattern. Respondents in favor of teaching reproductive education in primary schools said that females should start at age 11, whereas those not in favor preferred delaying until age 14.

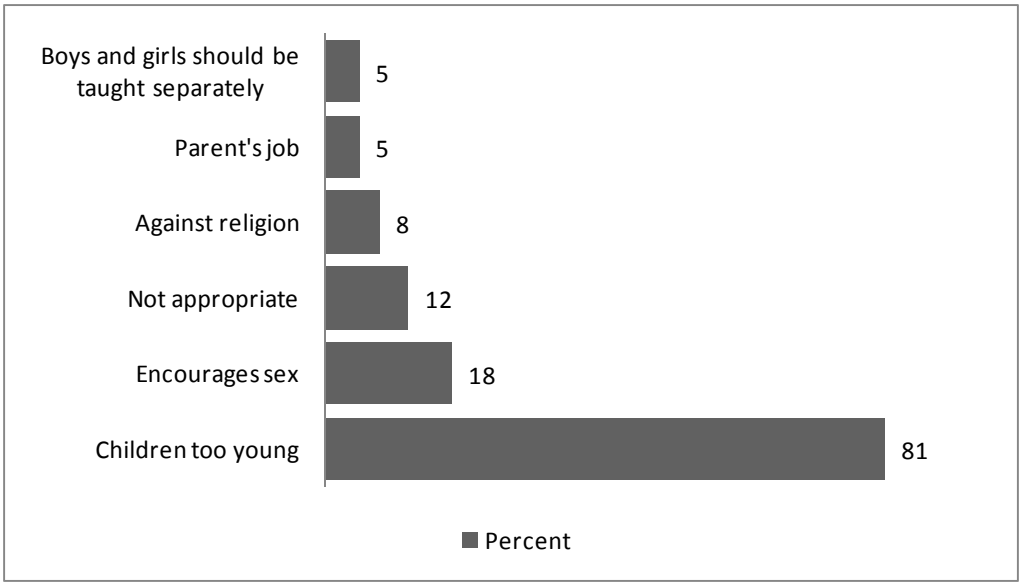
Overall, parent/guardians in the North East said that male children should not start learning about reproductive matters until almost age 15, compared with age 12 in the North Central and 11 South South regions. There is less variation, however, in the average age at which female children should start learning about reproductive matters, with the mean age in the South West at 13, and 11 in the North Central and South South regions. There is no significant variation by urban–rural residence and economic status.

Table 13.5 Age at which children should be taught about reproductive matters

Among parents/guardians favoring and not favoring teaching about reproductive health in primary schools, the mean age at which they think children should be taught about reproductive matters, by background characteristics, NEDS 2010

	Parent/Guardians who say it should be taught		Parent/Guardians who say it should not be taught		All parent/guardians		
Background Characteristics	Mean age when boys should be taught	Mean age when girls should be taught	Mean age when boys should be taught	Mean age when girls should be taught	Mean age when boys should be taught	Mean age when girls should be taught	Number of Parent/ Guardians
Sex							
Male	12.4	11.0	16.0	14.3	13.4	11.9	13,037
Female	12.0	10.9	15.7	14.4	13.2	11.9	13,595
Residence							
Urban	11.8	10.7	15.9	14.6	13.0	11.9	8,449
Rural	12.4	11.0	15.8	14.2	13.4	11.9	18,185
Region							
North Central	11.4	10.6	15.5	13.9	12.2	11.3	3,831
North East	13.5	11.7	17.1	14.5	14.6	12.6	3,606
North West	13.3	11.2	14.8	12.8	13.7	11.6	6,759
South East	12.0	11.1	15.9	14.9	13.3	12.3	3,226
South South	10.6	9.8	14.8	13.8	11.4	10.6	3,843
South West	12.3	11.2	16.3	15.4	14.0	13.0	5,369
Economic status quintile							
Lowest	12.8	11.2	15.7	13.6	13.7	11.9	5,614
Second	12.7	11.1	15.8	14.1	13.5	11.9	5,376
Middle	12.2	11.1	16.0	14.6	13.4	12.1	5,471
Fourth	11.9	10.8	16.0	14.7	13.2	12.0	5,077
Highest	11.4	10.4	15.6	14.5	12.6	11.6	5,095
Total	12.2	10.9	15.8	14.3	13.3	11.9	26,634

Figure 13.5 Parents'/Guardians' Specific Reasons for Opposing Teaching about HIV/AIDS in Primary Schools



13.2 Impact of HIV/AIDS and HIV/AIDS Education

Awareness and Impact of HIV/AIDS on Children's School Attendance

Parents'/guardians' views about HIV/AIDS education in primary school may be influenced by their awareness of the prevalence and impact of HIV/AIDS in their community. Virtually all (98 percent) parent/guardian respondents have heard about HIV/AIDS, with little variation by sex, residence, region, and economic status (Table 13.6). This trend is a similar to results obtained for all categories in 2004. As shown in Table 13.7, less than one in ten (7 percent) of these parent/guardians said that some children in their community do not attend school because their parents/guardians have contracted or have died from HIV/AIDS. However, 2 percent of respondents said that a child in their own family does not attend school because his or her parent/guardian is suffering from HIV/AIDS or had died from HIV/AIDS.

Table 13.6 Awareness of HIV/AIDS

Percent distribution of parent / guardians who have heard of HIV/AIDS, by background characteristics, NEDS 2010

Background Characteristics	Have heard of HIV/AIDS	Number of parent/ guardians
Sex		
Male	97.6	13,037
Female	97.9	13,595
Residence		
Urban	98.6	8,449
Rural	97.3	18,185
Region		
North Central	96.1	3,831
North East	95.9	3,606
North West	97.5	6,759
South East	99.0	3,226
South South	98.7	3,843
South West	99.0	5,369
Economic status quintile		
Lowest	96.0	5,614
Second	97.3	5,376
Middle	97.9	5,471
Fourth	98.8	5,077
Highest	98.9	5,095
Total	97.7	26,634

Table 13.7 Effects of HIV/AIDS on children's schooling

Percent distribution of parent/guardians by whether children in the community and children in the household do not attend school because their parent / guardians are sick or have died of HIV/AIDS, by background characteristics, NEDS 2010

Background Characteristics	Children in the community do not attend school because parent or guardian died or is sick because of HIV/AIDS				Children in the family do not attend school because parent or guardian died or is sick because of HIV/AIDS				Number of parent/ guardians
	Yes	No	Don't Know/ missing	Total	Yes	No	Don't Know/ missing	Total	
Sex									
Male	7.7	87.5	4.8	100.0	2.4	96.3	1.3	100.0	13,037
Female	6.9	87.9	5.2	100.0	1.7	96.8	1.5	100.0	13,595
Residence									
Urban	5.8	88.8	5.4	100.0	1.6	96.8	1.5	100.0	8,449
Rural	8.1	87.1	4.8	100.0	2.3	96.4	1.3	100.0	18,185
Region									
North Central	12.8	83.5	3.7	100.0	3.7	96.1	0.3	100.0	3,831
North East	10.2	83.6	6.2	100.0	4.9	92.6	2.6	100.0	3,606
North West	5.3	89.5	5.2	100.0	1.3	96.5	2.2	100.0	6,759
South East	12.6	85.2	2.2	100.0	2.7	96.8	0.5	100.0	3,226
South South	7.2	81.5	11.3	100.0	1.1	97.2	1.7	100.0	3,843
South West	1.1	96.9	2.1	100.0	0.4	98.9	0.7	100.0	5,369
Economic status quintile									
Lowest	6.4	88.0	5.6	100.0	2.8	95.1	2.1	100.0	5,614
Second	7.1	88.1	4.7	100.0	2.2	96.4	1.4	100.0	5,376
Middle	9.8	85.6	4.6	100.0	2.2	96.6	1.2	100.0	5,471
Fourth	8.3	87.3	4.4	100.0	1.9	96.8	1.3	100.0	5,077
Highest	4.9	89.3	5.7	100.0	1.3	97.9	0.8	100.0	5,095
Total	7.3	87.7	5.0	100.0	2.1	96.5	1.4	100.0	26,634

There are substantial regional differences in school attendance by children in the community as a result of illness or death of a parent/guardian from HIV/AIDS, with the highest absenteeism occurring in the North Central region (13 percent) and lowest in the South West (1 percent). The North East has the highest incidence of children in households not attending school (5 percent) and the lowest in the South West (less than 1 percent)

HIV/AIDS Education and Primary Schooling

A high proportion of parent/guardians (88 percent) said that primary schools should teach pupils about HIV/AIDS (Table 13.8). There is no notable variation between urban and rural parent/guardian respondents in favor of HIV/AIDS education in primary schools (90 percent versus 87 percent, respectively). Generally, the regions favor HIV/AIDS education in primary school with all regions

reporting at least 83 percent support. Economic status of parents/guardians has no substantial impact on the approval of HIV/AIDS education in primary schools.

Table 13.8 Whether primary schools should teach about HIV AIDS

Percent distribution of parent/guardians by whether they think primary schools should teach pupils about HIV/AIDS, by background characteristics, NEDS 2010

Background Characteristics	Primary schools should teach about HIV/AIDS: Yes	No	Don't Know/ missing	Total	Number of parent/ guardians
Sex					
Male	87.4	10.7	1.8	100.0	13,037
Female	87.6	10.8	1.6	100.0	13,595
Residence					
Urban	89.5	9.8	0.7	100.0	8,449
Rural	86.6	11.2	2.2	100.0	18,185
Region					
North Central	93.4	4.9	1.6	100.0	3,831
North East	83.3	12.2	4.5	100.0	3,606
North West	84.3	13.2	2.5	100.0	6,759
South East	87.4	12.2	0.4	100.0	3,226
South South	92.9	6.5	0.6	100.0	3,843
South West	86.3	13.1	0.7	100.0	5,369
Economic status quintile					
Lowest	84.5	11.4	4.2	100.0	5,614
Second	87.0	10.8	2.3	100.0	5,376
Middle	87.1	11.9	1.0	100.0	5,471
Fourth	88.6	10.5	0.8	100.0	5,077
Highest	90.5	9.2	0.2	100.0	5,095
Total	87.5	10.8	1.7	100.0	26,634

Table 13.9 Reasons primary schools should not teach about HIV/AIDS

Among parent/guardians who think that primary schools should not teach about HIV/AIDS, the percentage citing specific reasons for not teaching about HIV/AIDS, by background characteristics, NEDS 2010

	Reasons schools should not teach about reproductive matters							
Background Characteristics	Not appropriate to teach in schools	Parents job to teach	Children are too young	Boys and girls should be taught separately	Against Region	Encourages children to have sex	Others	Number of of Parents/ Guardians
Sex								
Male	13.0	5.8	78.5	5.1	8.3	18.6	1.0	1,363
Female	11.8	3.4	83.8	4.1	6.7	17.3	0.7	1,437
Residence								
Urban	11.4	1.9	86.4	2.6	6.1	19.8	1.0	740
Rural	13.8	5.5	78.6	5.9	8.7	17.6	0.9	1,830
Region								
North Central	9.9	5.4	85.1	0.0	2.6	18.8	2.1	175
North East	36.5	9.9	74.9	18.4	36.5	36.2	0.9	388
North West	9.4	7.7	76.7	7.1	6.5	9.5	0.3	757
South East	6.1	0.8	86.2	0.1	0.0	20.9	1.1	359
South South	8.4	1.1	87.2	0.5	0.0	8.1	3.2	228
South West	9.9	0.5	83.0	0.2	1.2	19.7	0.4	662
Economic status quintile								
Lowest	19.4	11.1	68.5	9.7	14.3	21.0	0.7	612
Second	15.4	4.9	79.4	7.3	10.7	18.1	0.8	561
Middle	8.1	2.1	86.3	1.8	5.2	17.3	0.7	636
Fourth	10.3	2.3	83.8	2.5	3.9	16.4	1.3	525
Highest	7.6	1.5	90.1	0.8	1.8	16.6	0.8	466
Total	13.1	4.5	80.9	5.0	7.9	18.3	0.9	2,570

Among parent/guardians who oppose HIV/AIDS education in primary schools (Table 13.9 and Figure 13.5) , the highest percentage (81 percent) said that children are too young, followed by concerns that HIV/AIDS education encourages children to have sex (18 percent), and that it is not appropriate to teach in primary school (13 percent). Very small percentages of respondents expressed concerns that HIV/AIDS education is the parents' responsibility (5 percent); is against religion (8 percent), or that male and female children should be taught about HIV/AIDS separately (5 percent). Female parent/guardians are more likely than their male counterparts to say that children are too young (84 percent versus 79 percent, respectively), whereas male respondents are more likely to raise objections that HIV/AIDS education encourages sexual activity in children (19 percent versus 17 percent, respectively). Likewise, parent/guardians in urban areas are more likely than those in rural areas to say that children are too young (87 percent versus 80 percent, respectively).

Throughout this chapter, the 2010 NEDS results regarding HIV/AIDS education in primary schools closely mirror the trends in the 2004 NDES. Although there is a small increase in the parent/guardians who believe that primary schools should teach HIV/AIDS education, the parents who disagree more frequently say that children are too young as compared with 2004 (Table 13.8). From 2004, there was a small reduction in the proportion of parent/guardians who feel that HIV/AIDS should not be taught because it encourages children to have sex (from 24 percent in 2004 to 18 percent in 2010).

14. RESULTS FOR STATES

This chapter presents State-level analysis of select data from the 2010 NEDS.

14.1 Literacy among Parent/Guardian Respondents

This section presents information on the literacy of the parents or guardians who responded to the Parent/Guardian Questionnaire and the Eligible Child Questionnaire.

Parents/guardians who have never attended school or who attended school through the primary level were asked to demonstrate literacy by reading from a card with a simple sentence in one of four languages (Hausa, Igbo, Yoruba, and English).[23] The percents provided in Figure 14.1 represent respondents who are not able to read.

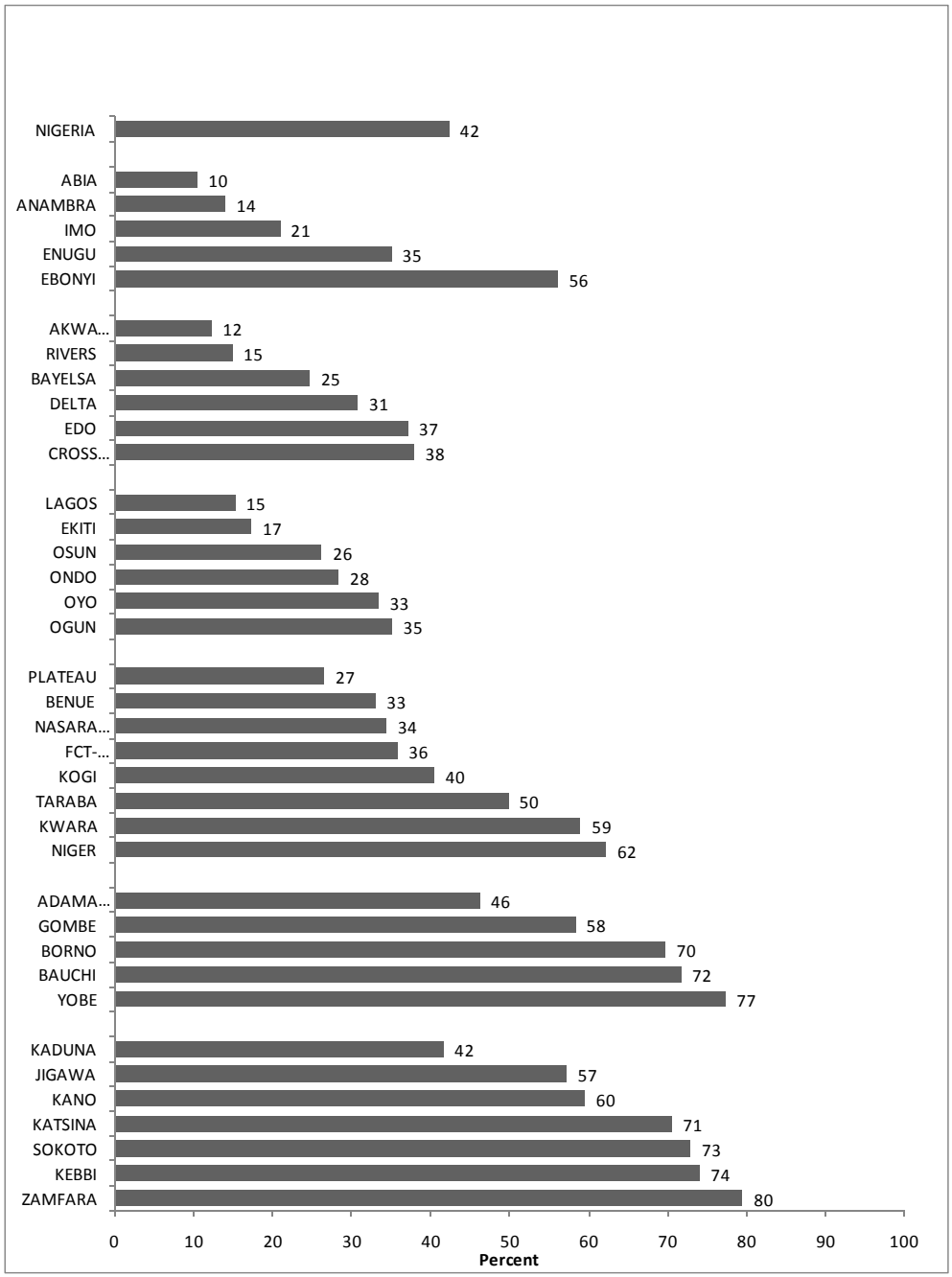
Literacy rates among parent/guardian respondents vary considerably among the States. Generally, the inability to read at all is found mostly among parent/guardian respondents in States of the North West and North East zones. For example, whereas only 10 percent of parent/guardian respondents in Abia State cannot read at all, an overwhelming 80 percent of their counterparts in Zamfara State cannot read at all. Similarly, whereas the highest illiteracy rate among States of the South West zone is 35 percent (Ogun State), the lowest among States of the North West zone is 42 percent (Kaduna State).

More than 50 percent of parent/guardian respondents in each of the States of the North West, except Kaduna, cannot read at all. On the contrary, except for Ebonyi State, which has the highest incidence of illiteracy (56 percent) among all the States of the southern zones, the incidence of illiteracy is below 40 percent in each of the States of the southern zones.

Parent/guardian respondents in Plateau State are most likely (out of the North Central zone States) to be able to read part of or a whole sentence (73 percent).

[23] The survey assumed that people who reached and/or completed secondary schooling can read.

Figure 14.1 Percent of Parents or Guardians Participating in 2010 NEDS Who Cannot Read At All



14.2 Literacy and Numeracy among Children Age 5–16

The 2010 NEDS tested literacy and numeracy among young, school-aged children age 5–16, regardless of whether they had ever attended school. To provide a general estimate of the level of basic literacy and numeracy among children (including skills acquired through informal means), the NEDS collected literacy and numeracy data on children age 5–16 who have never attended school, who are currently attending school, or who have dropped out of school.

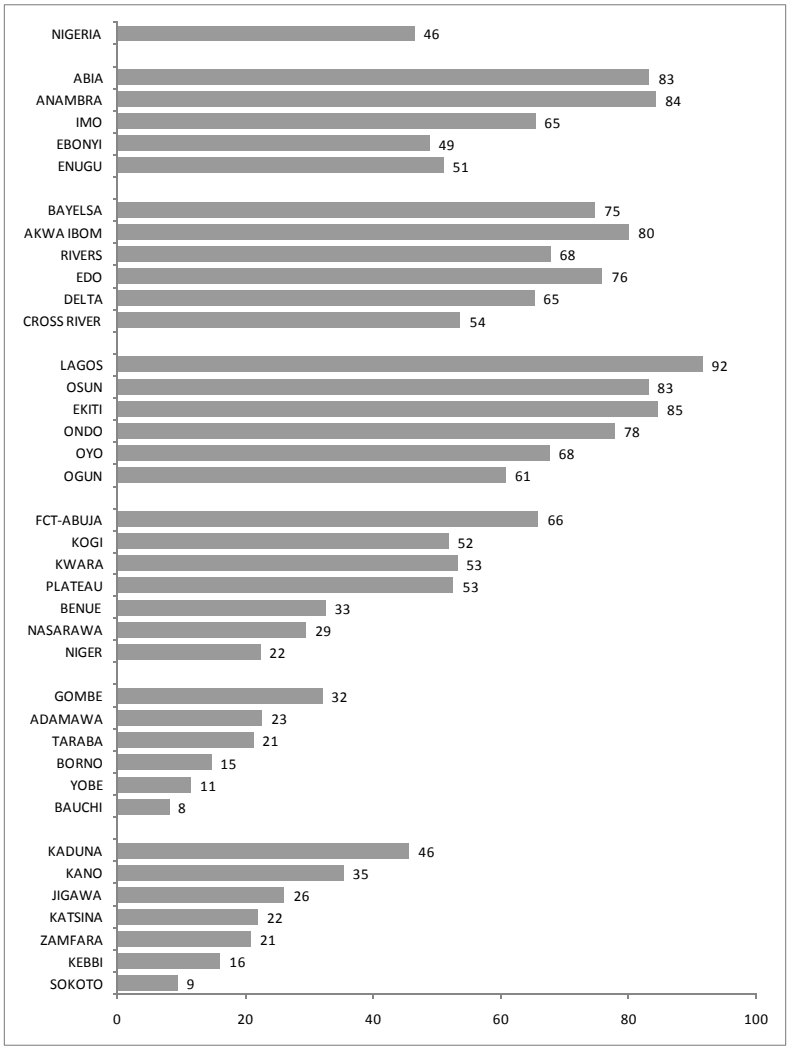
Literacy

Literacy rates among children age 5–16 vary considerably among the States. Generally, the inability to read at all among children age 5–16 is found mostly in States of the North West and North East zones. For example, over 75 percent of children age 5–16 in 10 of the 19 States of the northern zones are unable to read, whereas among States in the southern zones, only Enugu, Ebonyi, and Cross River States have below 50 percent of children age 5–16 who cannot read.

In Bauchi and Sokoto States (in northern zones), 92 percent and 91 percent of children age 5–16 are unable to read, respectively; in contrast, in Lagos and Ekiti States (in southern zones), 92 percent and 85 percent respectively are able to read.

In 16 States in the northern zones, the percent of children age 5–16 able to read is below the national average of 46 percent.

Figure 14.2 Percent of Children Age 5–16 Able to Read, by State

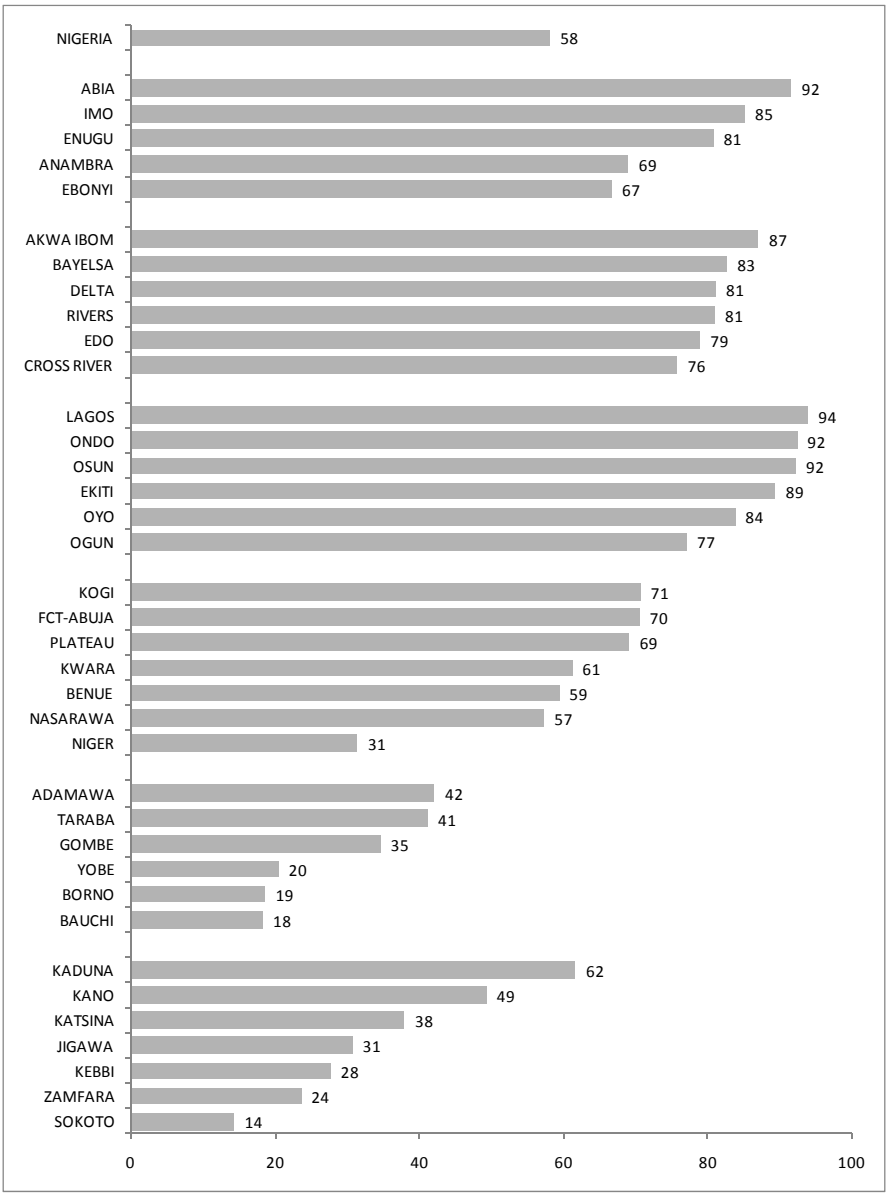


Numeracy

Basic numeracy was tested by asking a child to add two single-digit numbers, summing to less than 10, such as 3 + 2. Information was collected on whether children correctly summed the numbers or not. Children who calculated the correct sum are considered to have basic numeracy skills.

Numeracy among children age 5–16 also varies considerably among the States. As with literacy, the inability of children age 5–16 to pass the basic numeracy test is found mostly in States of the North West and North East zones. For example, the percent of children age 5–16 that are numerate is below 50 in 13 States of the northern zones. Sokoto, Bauchi, Borno, and Yobe States have between 14 and 20 percent of children age 5–16 that are numerate. This contrasts sharply with Abia, Ondo, Osun, and Lagos (in southern zones), which have between 92 and 94 percent of children age 5–16 that are numerate.

Figure 14.3 Percent of Children Age 5–16 that are Numerate, by State



Primary School Net Attendance Ratios

Primary school net attendance ratio (NAR) and gross attendance ratio (GAR) were defined earlier in Chapter 5. Table 14.1 and Figure 14.4 present 2010 NEDS primary school NARs by State. There is wide variation among States in primary school NARs, with the highest percent (87 percent) in Ekiti State, South West zone, closely followed by Anambra (86 percent), Imo (85 percent), and Abia (83 percent). Kogi State, in the North Central zone, has a primary school NAR of 82 percent.

In the South West zone, Lagos, Osun, and Ondo States all have primary school NARs of 81 percent. NARs are generally low in States of the North West and North East zones. For example, the NAR is 18 percent in Zamfara, 21 percent in Borno, 22 percent in Kebbi, and 29 percent in Sokoto.

There are significant variations in NARs within the zones. In the North West zone for example, the primary school NAR for Kaduna State is more than three times higher than in Zamfara State (69 percent and 18 percent, respectively). Similarly, the NAR for Taraba State is three times higher than that of Borno, both in the North East zone (60 percent and 21 percent, respectively).

Except for Benue, Plateau, FCT-Abuja, and Kogi, the lowest primary school NAR among States in the three southern zones (69 percent in Ebonyi) is on par with the highest in the North East and North West zones (69 percent in Kaduna).

Primary School Gross Attendance Ratios

The GAR has also been discussed in Chapter 5. The primary school GARs by State are presented in Table 14.1 and Figure 14.5. The highest incidence of primary school GAR is in Ondo State (119 percent), and the lowest is in Zamfara State (28 percent). The pattern for primary gross attendance ratios is similar to the primary net attendance ratios where States in the South East, South South, and South West have higher ratios than the States in the North East and North West, except that the variations in the North Central are not very wide.

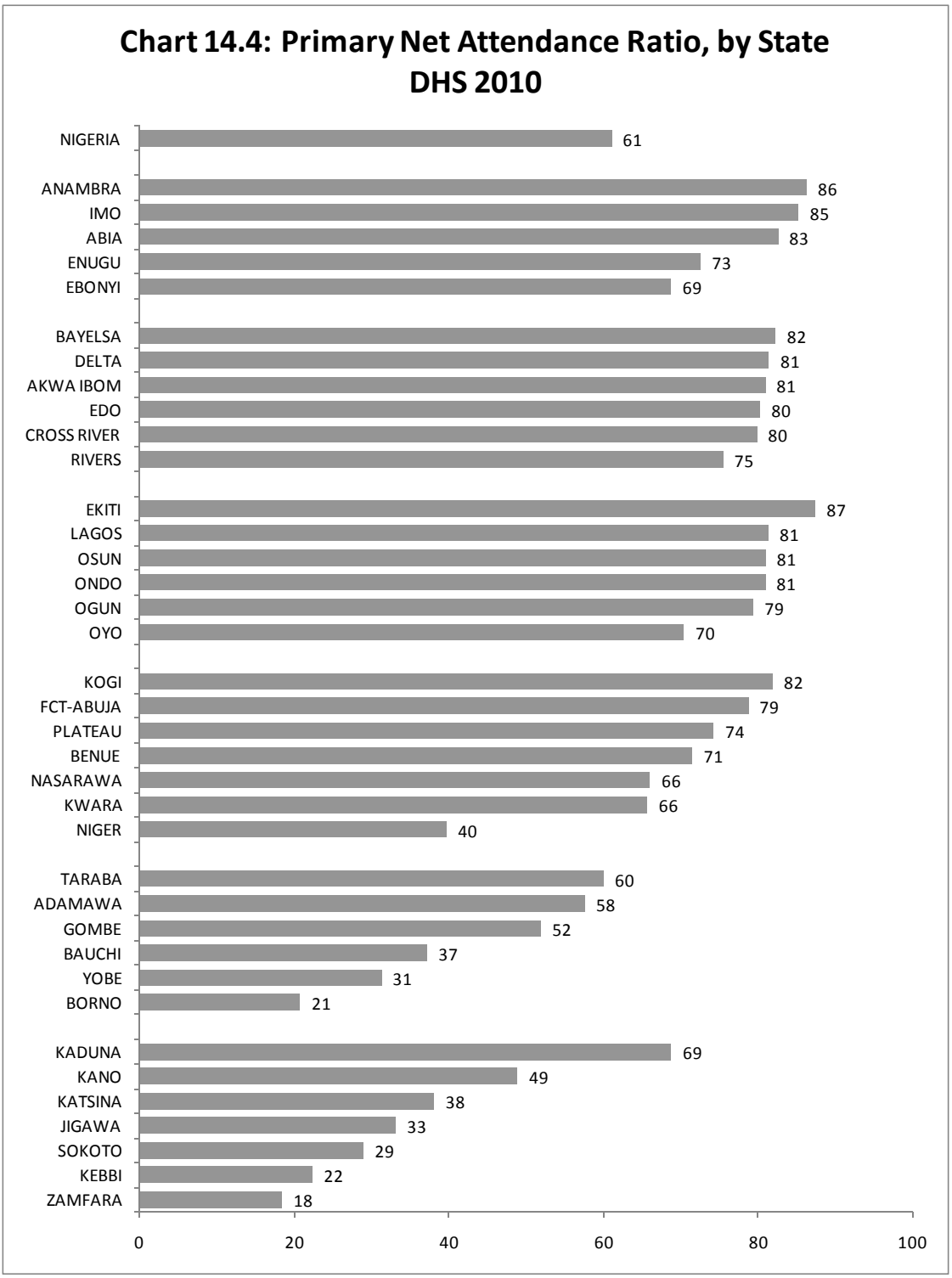
Table 14.1 Primary school attendance ratios

Primary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5-24, by sex, according to State, Nigeria DHS 2008

	Net Attendance Ratio (NAR)			Gross Attendance Ratio(GAR)			Gender Parity
States	Male	Female	Total	Male	Female	Total	Index
ZAMFARA	21.3	15.8	18.4	34.9	20.8	27.9	0.60
KEBBI	25.4	18.9	22.3	40.1	27.9	34.0	0.70
SOKOTO	38.2	18.3	28.9	55.9	28.5	42.2	0.51
JIGAWA	39.5	27.2	33.1	54.7	35.5	45.1	0.65
KATSINA	46.1	30.9	38.1	64.0	42.3	53.2	0.66
KANO	55.7	42.6	48.9	81.7	59.8	70.8	0.73
KADUNA	71.9	65.7	68.8	105.8	88.2	97.0	0.83
BORNO	22.4	19.1	20.8	31.4	25.9	28.6	0.82
YOBE	32.3	30.1	31.2	44.2	39.9	42.1	0.90
BAUCHI	40.0	34.1	37.2	61.8	46.9	54.4	0.76
GOMBE	53.3	50.3	51.9	76.4	68.6	72.5	0.90
ADAMAWA	59.4	55.4	57.5	93.2	79.8	86.5	0.86
TARABA	65.6	53.7	60.0	97.2	80.5	88.8	0.83
NIGER	46.0	32.0	39.7	69.9	45.7	57.8	0.65
KWARA	64.4	67.0	65.7	87.2	87.3	87.3	1.00
NASARAWA	71.4	60.5	66.0	104.7	86.9	95.8	0.83
BENUE	72.4	70.5	71.5	113.4	108.1	110.7	0.95
PLATEAU	71.7	76.7	74.3	114.8	111.1	112.9	0.97
FCT-ABUJA	77.5	79.6	78.7	106.3	109.2	107.7	1.03
KOGI	83.9	79.7	81.8	111.1	107.9	109.5	0.97
OYO	71.0	69.7	70.4	97.5	92.5	95.0	0.95
OGUN	82.3	75.6	79.3	110.2	100.4	105.3	0.91
ONDO	76.5	84.5	80.9	121.6	116.1	118.8	0.95
OSUN	84.3	77.3	80.9	106.8	104.7	105.7	0.98
LAGOS	83.3	79.1	81.3	98.0	95.9	96.9	0.98
EKITI	87.1	87.6	87.4	115.2	118.0	116.6	1.02
RIVERS	74.5	76.5	75.4	110.9	111.4	111.1	1.00
CROSS RIVER	79.0	80.7	79.8	114.4	115.4	114.9	1.01
EDO	81.4	78.9	80.2	116.1	103.4	109.8	0.89
AKWA IBOM	83.6	77.9	80.9	109.5	108.4	109.0	0.99
DELTA	78.8	84.8	81.4	107.1	119.8	113.4	1.12
BAYELSA	81.6	82.9	82.2	106.1	111.6	108.9	1.05
EBONYI	68.6	68.8	68.7	107.5	114.5	111.0	1.07
ENUGU	76.2	69.0	72.5	112.1	100.5	106.3	0.90
ABIA	83.7	81.5	82.5	113.0	113.8	113.4	1.01
IMO	83.7	86.9	85.2	109.1	114.7	111.9	1.05
ANAMBRA	85.1	87.2	86.2	119.7	116.0	117.9	0.97
NIGERIA	**63.5**	**58.4**	**61.0**	**89.8**	**80.5**	**85.1**	**0.90**

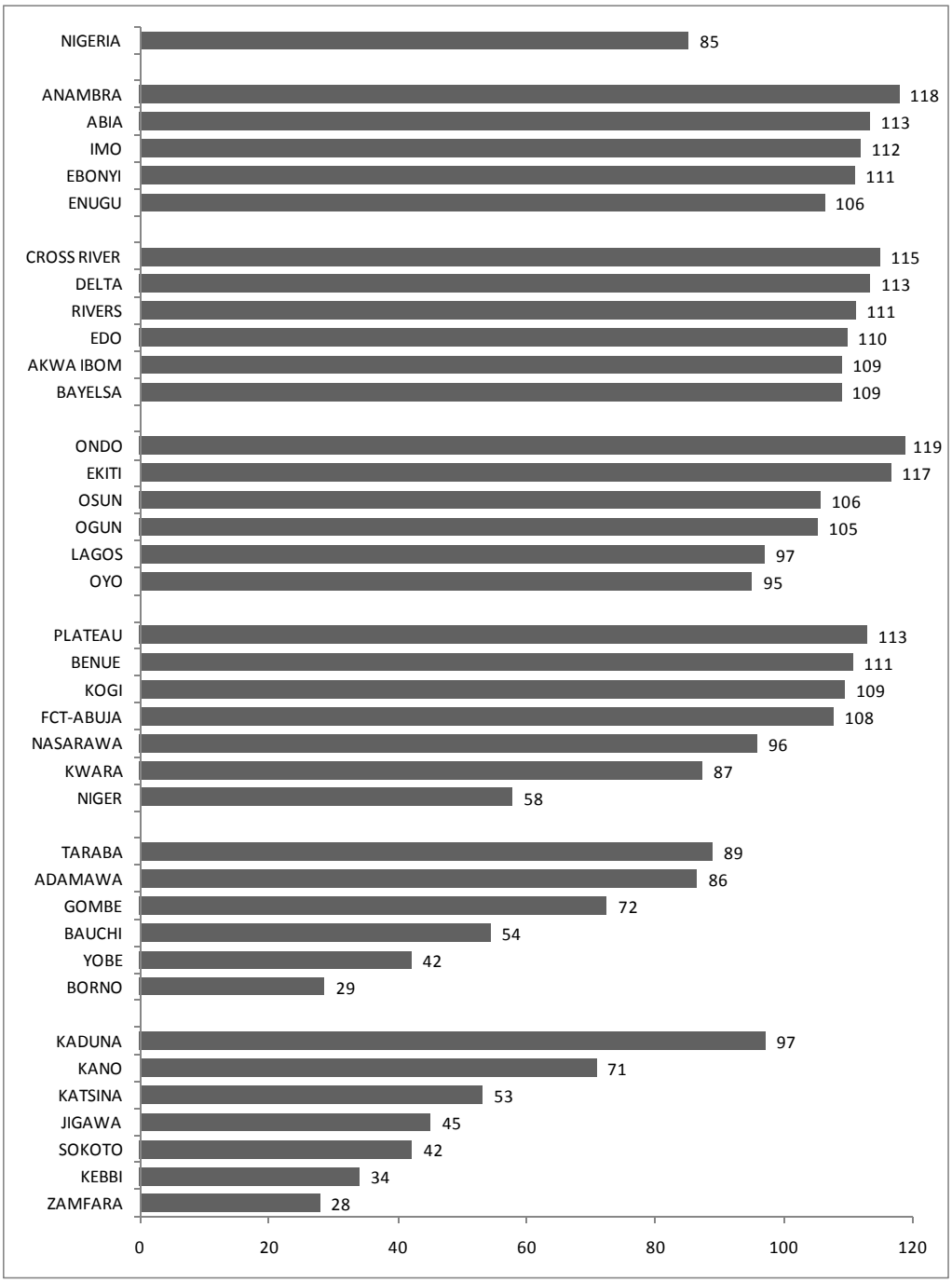
NDHS 2008

Figure 14.4 Primary School Net Attendance Ratio, by State



2010 NEDS

Figure 14.5 Primary School Gross Attendance Ratio, by State



2010 NEDS

Secondary School Net Attendance Ratio

The secondary school NAR was discussed in Chapter 5. It indicates participation in schooling among those of official school age, which is 12–17 years (junior and senior secondary school inclusive). An NAR of 100 percent would indicate that all of the children in the official age range for the level are attending that level.

The secondary school NARs for the 2009–2010 school year, by State, are presented in Table 14.2 and Figure 14.6. The 2010 NEDS shows that in 16 States of the 3 northern zones, the NARs are below 40 percent, whereas 15 of the 17 States of the 3 southern zones have NARs of over 50 percent each. This means that more than 60 percent of children of secondary school age are actually not in secondary school in the 16 northern States, compared with over 50 percent that are in school in the 15 southern States.

While between 87 and 88 percent of pupils of secondary school age are not in secondary school in Sokoto, Bauchi, and Jigawa States (northern States), only 24 percent of pupils of secondary school age are actually not in secondary school in Lagos, 32 percent in Akwa Ibom and Ekiti, and 35 percent in Abia and Osun States (southern States).

Secondary School Gross Attendance Ratio

The secondary school GAR was discussed in Chapter 5. The GAR for the 2009–2010 school year, by State, is presented in Table 14.2 and Figure 14.7. The results show that pupils in States of the southern zones participate in secondary schooling at ages older or younger than the official school age more than pupils in secondary schools in the northern States.

In Katsina, Zamfara, Kebbi, Sokoto, and Jigawa States (northern States), 74 to 82 percent of secondary school pupils are within the official school age for secondary schooling, whereas in 24 other States, mostly in the southern zones, less than 50 percent of secondary school pupils are of the official age for secondary schooling. This indicates that over-age and/or under-age participation in secondary schooling is higher in schools in the southern States than the northern States.

In Lagos, Ekiti, and Akwa Ibom States, for example, the GAR exceeds 100 percent, indicating sizeable over-age or under-age participation in secondary schooling. The FCT and 21 of the 36 States and have GARs above the national average of 65 percent.

The GPI, which measures sex-related differences in school attendance rates, indicates parity or equality between the rates of participation among female and male children. If males participate at a higher rate than females, the GPI would be below one. The closer the GPI is to zero, the greater the gender disparity in favor of males. When the GPI is greater than one, it indicates gender disparity in favor of females, meaning that a higher proportion of females attend that level of schooling than males.

The 2010 NEDS shows a GPI of 1.00 and above in Lagos, Ekiti, and Akwa Ibom States, indicating a gap in favor of females (i.e., a higher proportion of females than males attend secondary school).

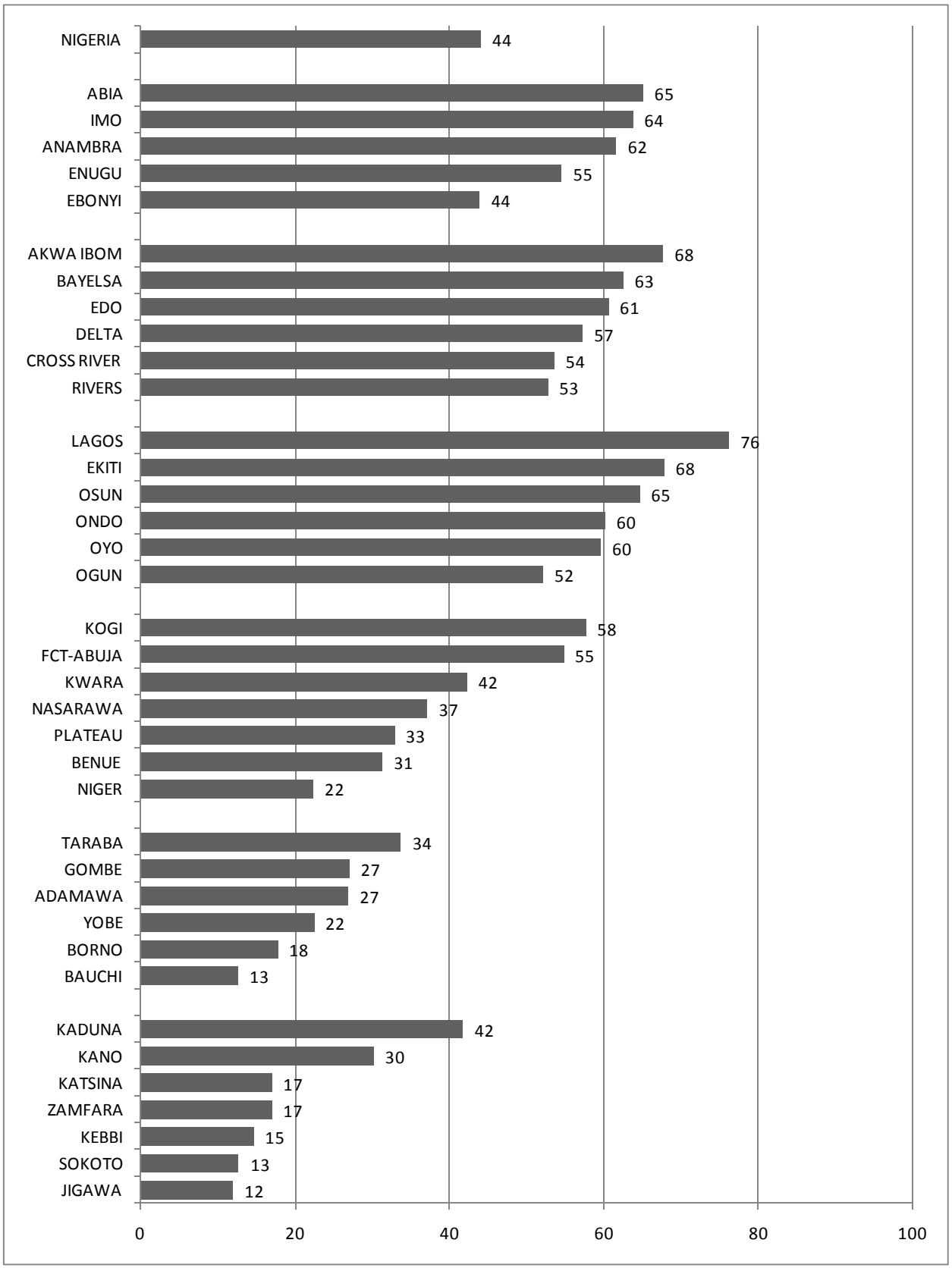
Table 14.2 Secondary school attendance ratios

Secondary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5-24, by sex, according to State, DHS-2008

States	Net Attendance Ratio (NAR)			Gross Attendance Ratio			Gender Parity Index
	Male	Female	Total	Male	Female	Total	
JIGAWA	16.5	6.9	12.0	28.1	8.9	18.5	0.32
SOKOTO	16.3	8.2	12.8	29.0	11.9	20.4	0.41
KEBBI	14.7	14.7	14.7	31.0	18.8	24.9	0.61
ZAMFARA	16.6	17.6	17.0	31.2	19.7	25.5	0.63
KATSINA	25.8	7.3	17.0	42.7	9.4	26.0	0.22
KANO	33.7	26.3	30.2	60.6	35.4	48.0	0.58
KADUNA	41.4	42.2	41.8	67.1	66.1	66.6	0.99
BAUCHI	13.0	12.2	12.7	21.5	13.5	17.5	0.63
BORNO	18.0	17.5	17.8	26.7	23.3	25.0	0.87
YOBE	22.8	22.1	22.5	40.2	28.8	34.5	0.72
ADAMAWA	26.6	27.3	26.9	47.6	49.7	48.7	1.04
GOMBE	26.8	27.4	27.1	48.1	38.2	43.1	0.79
TARABA	34.6	32.9	33.8	61.0	47.8	54.4	0.78
NIGER	28.2	14.8	22.4	48.6	23.9	36.3	0.49
BENUE	34.7	27.5	31.3	68.5	44.9	56.7	0.65
PLATEAU	35.4	30.1	32.9	63.3	53.2	58.2	0.84
NASARAWA	39.0	35.0	37.2	67.4	56.1	61.8	0.83
KWARA	37.9	47.6	42.3	58.0	77.7	67.9	1.34
FCT-ABUJA	56.3	53.6	54.8	93.0	74.6	83.8	0.80
KOGI	58.0	57.4	57.7	96.1	86.5	91.3	0.90
OGUN	51.3	53.0	52.1	70.0	74.4	72.2	1.06
OYO	57.9	61.6	59.6	73.9	82.5	78.2	1.12
ONDO	57.4	63.2	60.2	86.2	98.0	92.1	1.14
OSUN	65.5	63.9	64.7	102.3	91.4	96.8	0.89
EKITI	63.6	71.6	67.8	104.9	94.5	99.7	0.90
LAGOS	77.9	74.7	76.2	102.8	100.3	101.5	0.98
RIVERS	53.5	52.1	52.8	79.0	72.4	75.7	0.92
CROSS RIVER	50.4	56.9	53.6	86.8	88.4	87.6	1.02
DELTA	57.1	57.5	57.3	79.7	83.8	81.8	1.05
EDO	56.9	64.8	60.6	91.8	94.6	93.2	1.03
BAYELSA	65.8	59.3	62.5	86.0	78.2	82.1	0.91
AKWA IBOM	71.4	64.0	67.7	103.8	95.8	99.8	0.92
EBONYI	42.6	45.2	43.9	65.2	69.1	67.2	1.06
ENUGU	48.4	60.1	54.5	76.3	81.9	79.1	1.07
ANAMBRA	61.4	61.9	61.6	74.6	80.3	77.5	1.08
IMO	61.6	65.6	63.8	97.8	81.0	89.4	0.83
ABIA	68.4	62.0	65.1	86.5	87.2	86.9	1.01
NIGERIA	**44.0**	**44.2**	**44.1**	**67.6**	**62.6**	**65.1**	**0.93**

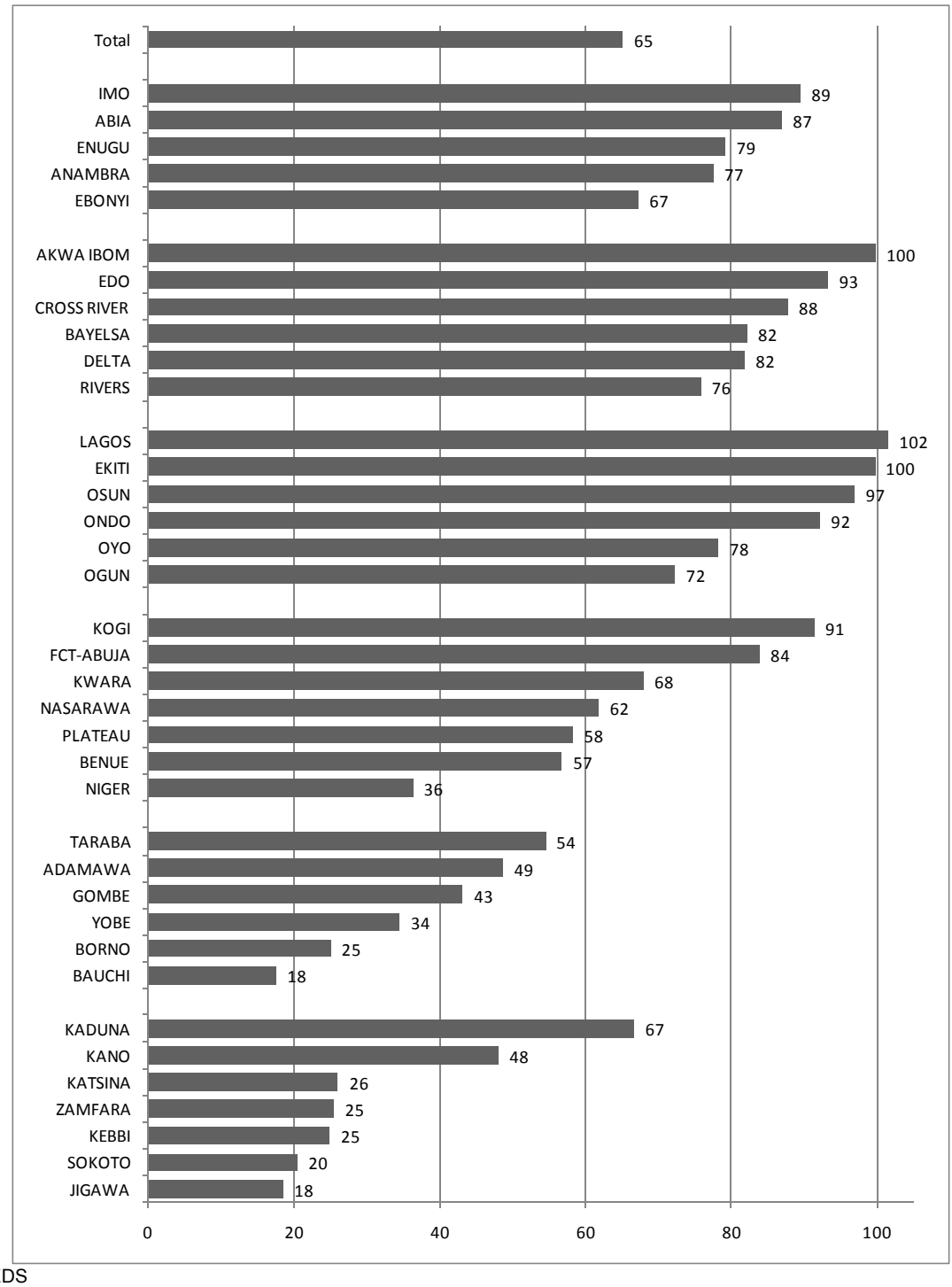
NDHS 2008

Figure 14.6 Secondary School Net Attendance Ratio, by State



2010 NEDS

Figure 14.7 Secondary School Gross Attendance Ratio, by State



2010 NEDS

Primary School Pupils, by School Type and State

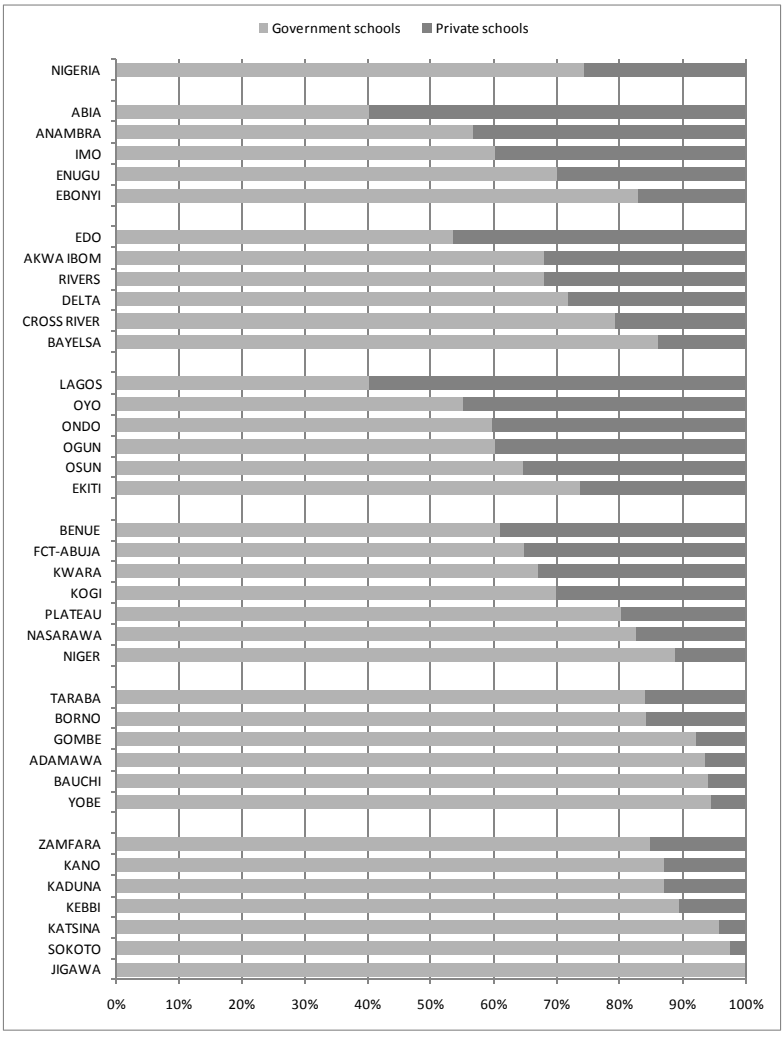
The 2010 NEDS collected information on the type of school primary school pupils attend and whether they are boarding at school or they are day pupils. In this report, schools are classified as Government or private. Although the Government is the statutory provider of education at the primary level, the study reveals that over a quarter (25.7 percent) of all children are attending private school (Table 6.5). In the

2004 NDES, 80 percent of the pupils attended Government primary schools and 18 percent attended private primary schools. The percentage increase (18 to 26 percent) in private-controlled primary schools indicates a steady drain of pupils from Government primary schools to private primary schools.

The 2010 NEDS shows that the Government is still the major provider of primary schooling, even at the State level. However, whereas close to 100 percent of schools in Jigawa State and over 96 percent of schools in Sokoto and Katsina States are Government-owned, 60 percent of schools in Lagos and Abia States are privately owned. The percentage of pupils that attend private primary school ranges from less than 1 percent in Jigawa State to 60 percent in Abia and Lagos States. The percentage of pupils in private primary schools in the States of the North East and North West zones are below the national average of 26 percent. All the States in the South West, South East (except Ebonyi), South South (except Cross River and Bayelsa), and the North Central (except Niger, Nasarawa, and Plateau) have percentages of pupils in private schools above the national average

Generally, the States in the southern zones have more private primary schools than States in the northern zones.

Figure 14.8 Distribution of Primary School Pupils, by School Type and State (percent)



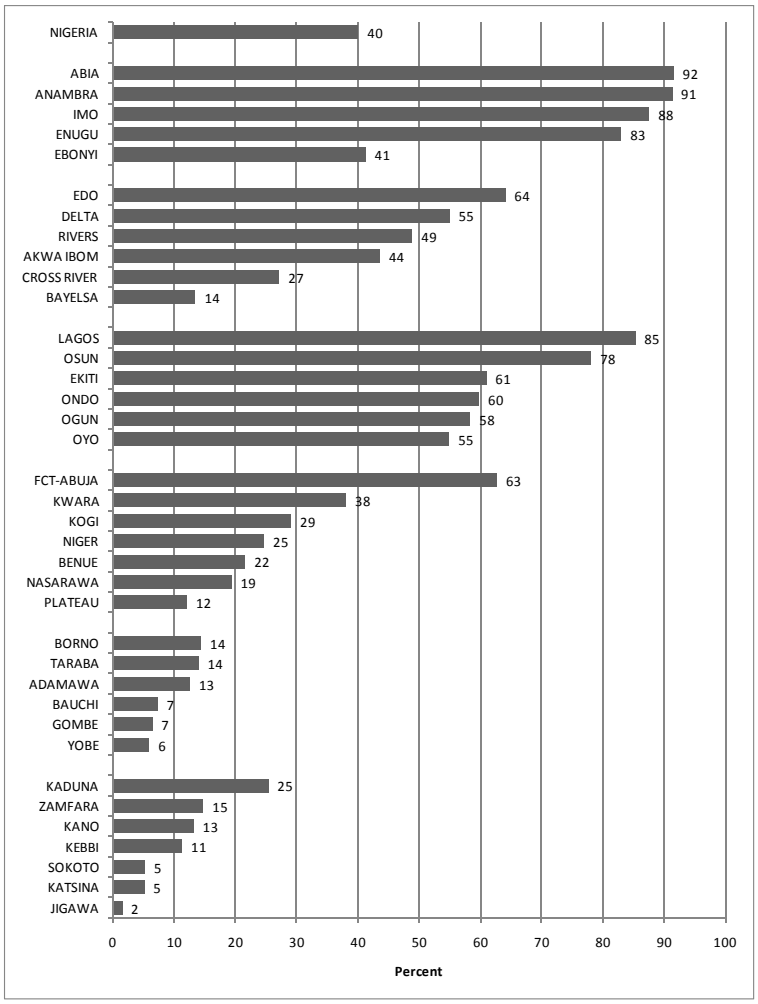
2010 NEDS

Pre-primary School Attendance, by State

As observed in Chapter 7, attending pre-primary school helps provide a foundation for learning, and children who attend pre-primary school are better prepared for primary school. The percentage of children age 4–16 who have attended school and who also attended pre-primary school (by State) is presented in Figure 14.9. The findings indicate that Abia State has the highest proportion of children age 4–16 attending pre-primary school with 92 percent, closely followed by Anambra and Imo (91 and 88 percent respectively). The lowest proportion of children attending pre-primary school is in Jigawa State (2 percent).

There are wide variations across the States, with those in the South East and South West zones leading the trend, followed by those in the South South zone. Among States of the South South, however, children from Edo State are four times as likely to attend pre-primary school as those in Bayelsa State. Similarly, twice as many children from Abia are likely to attend pre-primary school as those from Ebonyi. Among States of the North Central zone, FCT-Abuja stands out well above others in terms of the proportion of children attending pre-primary school (63 percent). Plateau State has the lowest proportion of children attending pre-primary school in the North Central zone (12 percent). This disparity exists in the North East and North West zones as well.

Figure 14.9 Percent of De Jure Children Age 4–16 Who Attended Pre-primary School, by State



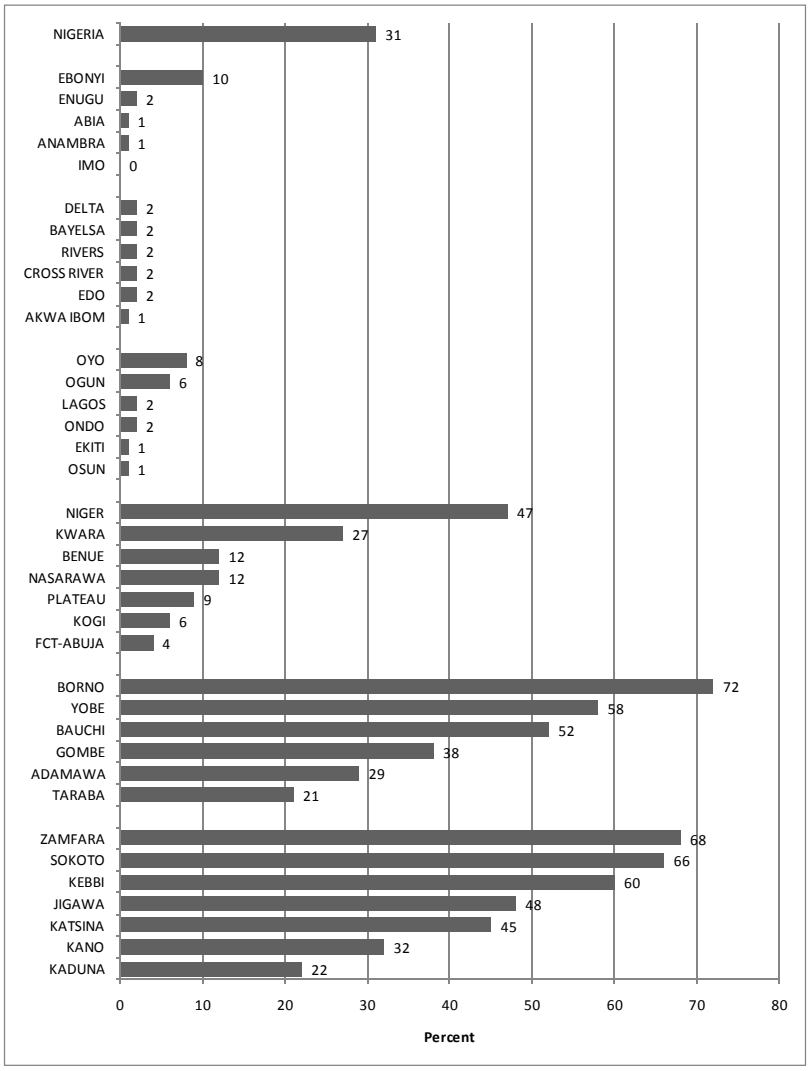
2010 NEDS

Children Who Have Never Attended School, by State

Of all children age 6–16 surveyed, 31 percent nationally were reported as having never attended school (Chapter 7). The proportion of children that never attended school varies significantly across zones and States (Figure 14.10).

Borno State has the highest proportion of children that never attended school (72 percent), followed closely by Zamfara (68 percent), Sokoto (66 percent), and Kebbi (60 percent). The proportion of children that never attended school is generally low for the States in the southern zones, with Imo State, at less than 1 percent, having the lowest proportion. Ebonyi has 10 percent, the highest proportion of children who never attended school among all the States in the southern zones; however, it still has fewer of these children than other States in the northern zones. While the proportion of children age 6–16 that never attended school in the southern zones put together is 45 percent, many States in the northern zones have proportions alone that are more than the combined proportions of the entire southern zones; for example, Borno has 72 percent, Zamfara 68 percent, Sokoto 66 percent, Kebbi 60 percent, Yobe 58 percent, Bauchi 52 percent, Jigawa 48 percent, Niger 47 percent, and Katsina 45 percent.

Figure 14.10 Percent of Children Age 6–16 Who Have Never Attended School, by State



2010 NEDS

Per-pupil Household Expenditures for Primary Schooling

The 2010 NEDS collected information about whether households spent money on each pupil's schooling during the 2009–2010 school year. General household expenditures for schooling were discussed in detail in Chapter 8. Figure 14.11 presents the mean total sum spent on each pupil (i.e., per-pupil household expenditures for schooling) during the 2009–2010 school year, by State and according to the six geo-political zones in the country. This Figure illustrates how much money was spent on each item, on average, among pupils whose households spent any money on that item, presented across the 36 States of the federation, including the FCT.

Overall, Lagos and Rivers States have the highest mean per-pupil expenditure for schooling: ₦25,185 and ₦23,277, respectively. Each of these is more than three times the national average of ₦7,691. The FCT follows with the mean per-pupil expenditure of ₦18,004. Zamfara and Jigawa States, however, have the lowest mean per-pupil expenditure for schooling, with ₦1,220 and ₦1,387 respectively. This clearly suggests that the cost of schooling is higher in the southern States than in the northern States.

Variations within zones are also revealing. In the South West zone, Lagos State has the highest expenditure by a large margin with ₦25,185, followed by Ondo State (₦11,304), while Ekiti State (₦8,470) has the least mean per-pupil household expenditure for schooling within the zone. These are all well above the national average.

In the South South zone, Rivers State also ranks first by a large margin with ₦23,277, followed by Delta State (₦10,033). Bayelsa State (₦6,892) has the least mean per-pupil household expenditure for schooling within the zone. The average of the two lowest means in Bayelsa and Akwa Ibom States (₦6,992) is slightly below the national average.

In the South East zone, Abia State has the highest expenditure with ₦13,462, while Ebonyi State (₦5,861) has the least mean per-pupil household expenditure for schooling within the zone. The average of the two means in Ebonyi and Enugu States (₦6,208) is slightly below the national average.

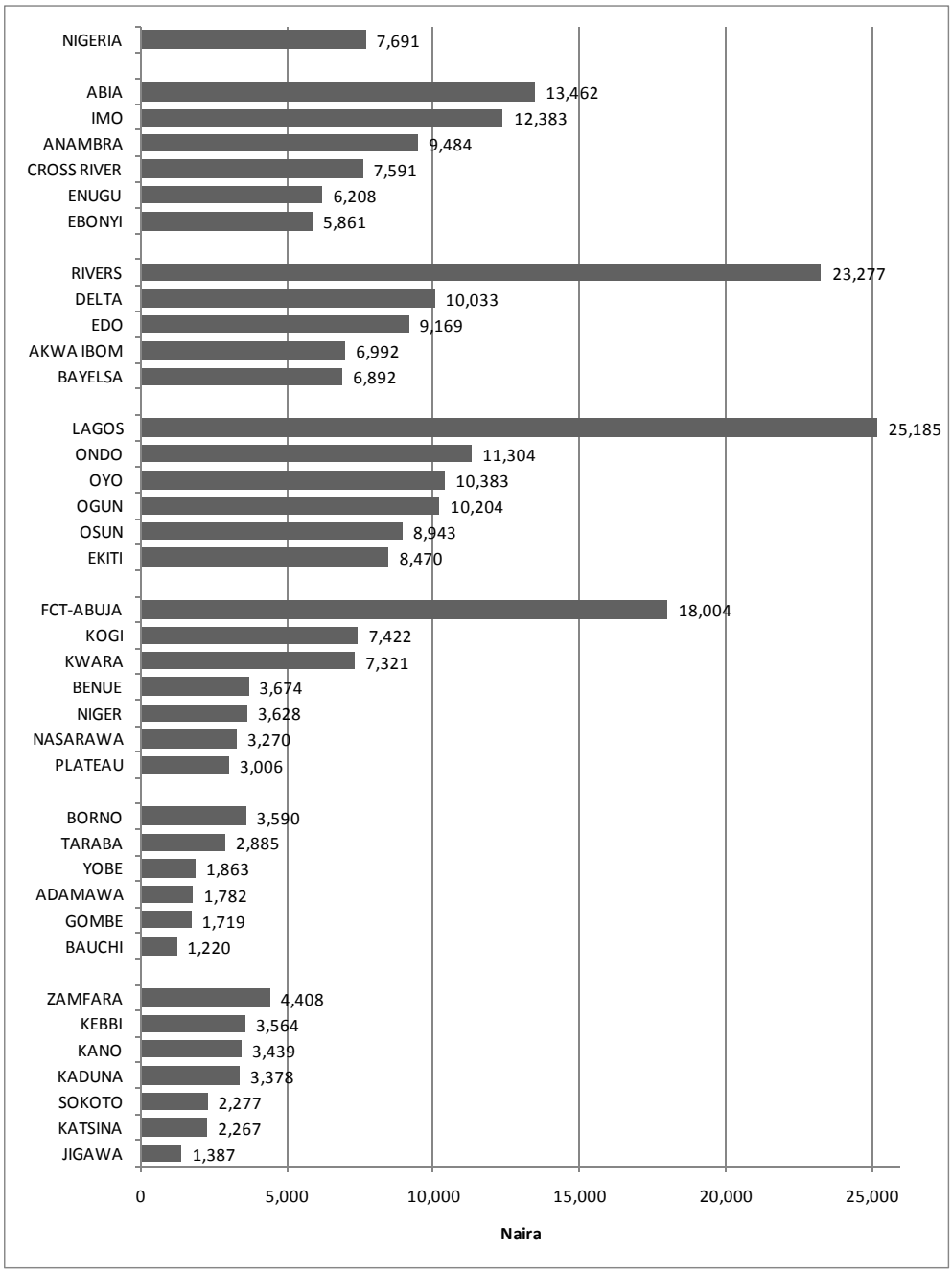
In the North Central zone, The FCT has the highest expenditure by a very large margin with ₦18,004, followed by Kogi and Kwara States (₦7,422 and ₦7,321, respectively). Plateau State (₦3,006) has the least mean per-pupil household expenditure for schooling within the zone. However, the averages for Benue, Niger, Nassarawa, and Plateau States also fall below the national average.

Worthy of note are the mean per-pupil household expenditure for schooling in each of the States in the North West and North East zones, which are below the national average. Within the North West zone, the highest expenditure is from Zamfara State (₦4,408), and the lowest is from Jigawa State.

Parents/guardians in the North East zone seem to spend the least in terms of expenditures for primary schooling, spending only between one-sixth and one-half of the national average expenditure. For example, Borno State spends ₦3,650 (highest in the zone), and Bauchi State spends ₦1,220 (the lowest).

The North East and North West zones, and some States in the North Central zones, are least likely to spend money on a child's schooling than States in the South West, South South, and the South East zones of the country.

Figure 14.11 Per-pupil Mean Household Expenditures for Primary Schooling, by State (Naira)



2010 NEDS

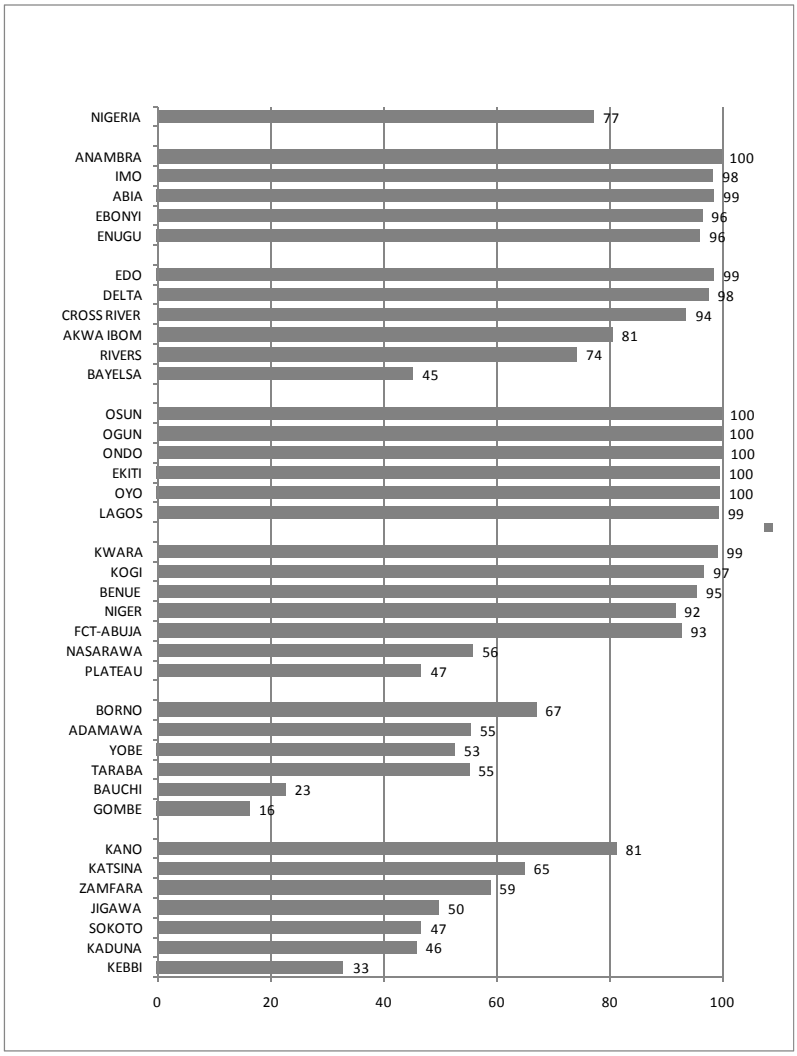
Time Pupils Spend at Government Primary Schools

The distribution of primary school pupils who spend at least five hours in school on school-related activities per day in Government primary schools across the States and FCT is presented in Table 9.1.1. A cursory look along regional and State lines is revealing, especially as the time a child spends in school is directly proportional to the quality of learning outcome and his/her performance. The proportion of pupils in the Government schools who have spent at least five hours in school-related activities varies across the six geo-political zones and among States within each zone. This is shown in Figure 14.12.

In almost each State in the South West zone, 100 percent of pupils have spent at least five hours at school per day. This is followed closely by the South East zone, with proportions of pupils ranging from 95 to 100 percent. The South South has between 38 percent (Bayelsa State) and 98 percent (Edo State). It is interesting to note that all the States in the three southern geo-political zones have attained the national average of at least 6.0 for the mean hours spent at school per day except Bayelsa State (5.6).

In the North Central zone, Plateau and Nasarawa States rank lowest, with 47 percent and 56 percent of pupils having spent at least five hours at school per day, respectively. In the North West zone, this proportion ranges from 33 percent for Kebbi State to 81 percent in Kano State. The situation is worst in the North East zone, with Gombe State having 16 percent and Borno State 67 percent.

Figure 14.12 Percent of Pupils Who Spend at Least Five Hours a Day in Government Primary Schools, by State



2010 NEDS

Absenteeism among Primary School Pupils

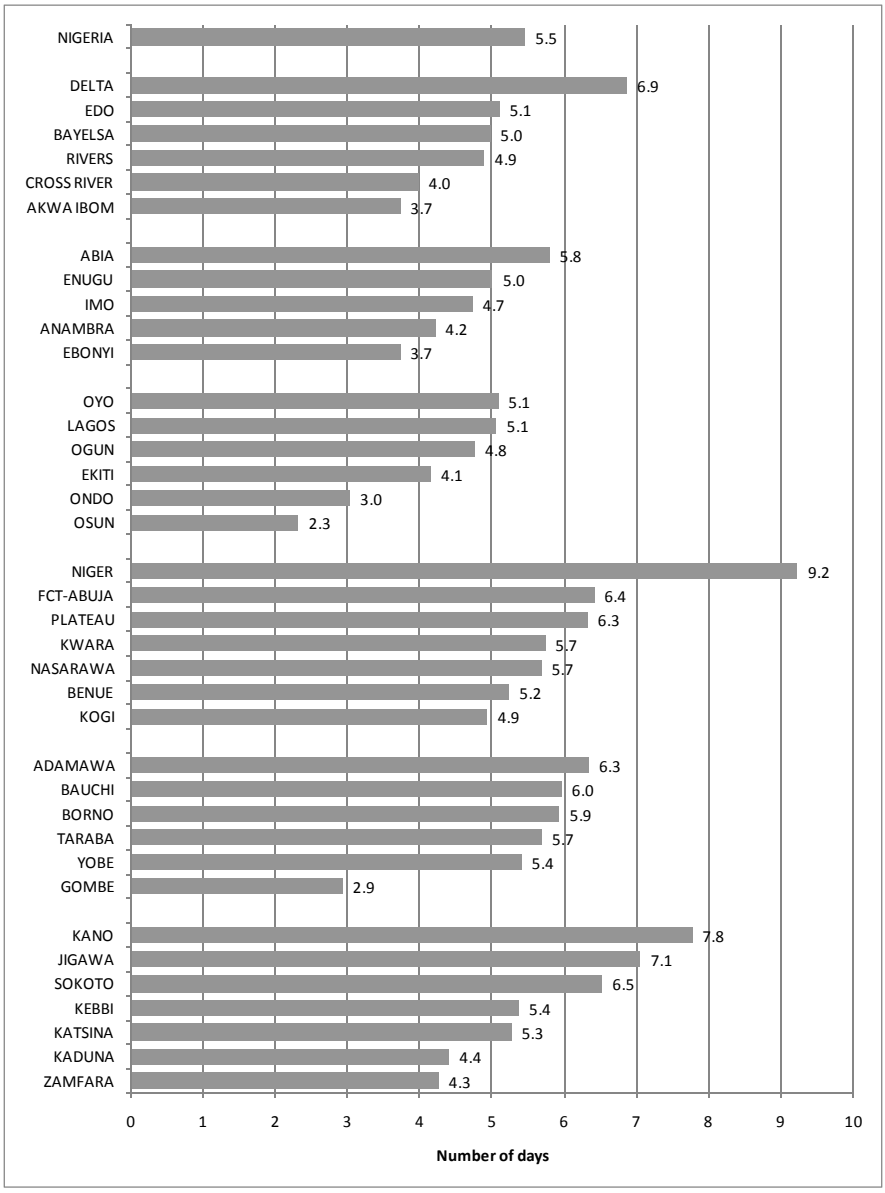
There are variations among States with respect to mean number of days missed among pupils missing one or more days in the month of school preceding the interview. Overall, absenteeism is the lowest in the South West zone, with Osun State having the least mean number of days missed (2.3) (Figure 14.13). All other States in the South West zone have less than six mean number of days missed. This contrasts with

States in the North East and North Central zones, where all but one State have over five mean number of days missed.

Absenteeism also varies considerably within zones. For example, in the North Central zone, while the mean number of days missed in Niger State is 9.2 (the highest across the 36 States and FCT), Kogi has 4.9 and Plateau 6.3 days. In the North West zone, Kano and Jigawa have 7.8 and 7.1 days, respectively, while Kaduna and Zamfara have 4.4 and 4.3 days, respectively. The least mean number of days missed across the 36 States and the FCT is in Osun State (2.3).

On average, pupils who were absent from school missed a total of about 6 days of schooling during the year in most States.

Figure 14.13 Mean Number of Days of School Missed in the Preceding Month among Primary Pupils Missing One or More Days of School, by State



2010 NEDS

Appendix A: Sample Design

The major objective of the Nigeria Education Data Survey (NEDS) 2010 sample design was to provide information on decision making about education for children of primary school age. The survey was designed to be linked to the 2008 Nigeria Demographic and Health Survey (NDHS) and used the same sampling frame.

2008 NDHS

The 2008 NDHS was a survey designed to allow reliable estimation of most variables for a variety of health and demographic analyses at the various domains of interest.

The major geographic domains distinguished in the tabulation of important characteristics for the eligible women population are the following:

- Nigeria as a whole
- Each of six major regions defined in Nigeria:
  - North Central
  - North East
  - North West
  - South East
  - South West
  - South South
- Urban and rural areas of Nigeria (each as a separate domain)
- Each of the 36 States of Nigeria, plus the Federal Capital Territory (FCT) of Abuja

The primary objective of the 2008 NDHS was to provide estimates with acceptable precision for important population characteristics, such as fertility; contraceptive prevalence; and selected health indicators, mainly infant mortality and an HIV/AIDS module for women and men.

The population covered by the 2008 NDHS is defined as the universe of all women age 15–49 in Nigeria. A sample of households was selected, and all women age 15–49 identified in the households were interviewed. Approximately half of the selected households for the women sample were used to interview the eligible men age 15–59, and estimates were computed for the same domains of study.

Administratively, Nigeria is divided into States. Each State is subdivided into local government areas (LGAs), and each LGA is divided into localities. In addition to these administrative units, during the last 2006 Population Census, each locality was subdivided into convenient areas called census enumeration areas (EAs). Nigeria has 36 States, plus FCT-Abuja. At the time of survey implementation, the list of EAs did not have census information for households and the population because the census frame is under segmentation revision. Therefore, no household or population information was available at the EA level. The need for sampling planning and selection of such information on urban/rural was quite important; therefore, each EA was approximately classified as urban or rural. The available cartographic material demarcated for each EA was useful in the EA location and its identification; hence the sample frame for this survey is the list of EAs used in the last census population.

In the current preliminary census frame, the EAs are grouped by States, by LGAs within a State, and by localities within an LGA. The EAs are stratified separately by urban and rural areas. Any locality with a population of less than 20,000 in each LGA constitutes the rural area in the LGA.

The primary sampling unit, a cluster, for the 2008 NDHS is defined on the basis of EAs from the 2006 EAs census frame. A minimum requirement of 80 households (population 400) for the cluster size has been imposed in the design. If the selected EA is small during the listing process, then a supplemental household listing should be conducted in the neighboring EA. The number of clusters in each State was not allocated proportional to their total population (or households) due to the need to obtain estimates for each of the 36 States and FCT-Abuja. Nigeria is a country where the majority of the population resides in rural areas. With the current allocation, the urban areas in some States were over-sampled to provide reliable information for the total urban population at the national level.

Based on the level of non-response found in the 2004 Nigeria DHS EdData Survey (NDES), the target of the 2008 NDHS sample was adjusted to 36,800 completed interviews. Approximately 36,800 households were selected, and all women age 15–49 were interviewed. A requirement was to reach a minimum of 950 completed interviews per State. In each State, the number of households was distributed proportionately among its urban and rural areas. The selected households were distributed in 888 clusters in Nigeria: 286 clusters in the urban areas, and 602 clusters in the rural areas. It turned out that 2 of the clusters could not be visited for security reasons, leaving a total of 886. Under the final allocation, it was expected that the 36 designated States and FCT-Abuja would have a minimum of 950 completed women interviews each.

2010 NEDS

The 2010 NEDS sample was designed to provide data at the national, urban-rural, regional, and State levels. The goal of the survey sample was to obtain close to 30,000 completed interviews with information on children age 4–16. Approximately 20,000 interviews were obtained by revisiting all households interviewed in the 886 clusters in the 2008 NDHS. Any household with an eligible child was included for interviewing in the 2010 NEDS. Close to an additional 10,000 households were sampled in States that needed extra interviews to achieve the target of 790 households per State. These additional households were sampled from the households listed for the 2008 NDHS in the 886 clusters.

The final sample consisted of 28,624 households, of which 27,512 were found to be occupied, and interviews were completed for 26,934 of those, for a household response rate of 97.9% (Table 1.1 in Chapter 1). Within these households with one or more children in the age range of interest, all children within the age range were included in the sample. The household response rate was similar in urban and rural areas. In the interviewed households, 72,070 eligible children were found, and Eligible Child Questionnaires were completed for 71,567 children, for a response rate of 99.3%. Information was also collected from the parent/guardians in the eligible households. A total of 27,223 parent/guardians were located, and 27,189 were interviewed, resulting in a 99.9% response rate.

Appendix B: Weighting and Sampling Error

Weights for the Nigeria Education Data Survey (NEDS) 2010 Analysis:

The NEDS 2010 analysis weights were created from the original sampling weights of the 2008 Nigeria Demographic and Health Survey (NDHS). The weights were adjusted to account for the new sampled households, scaled by the population of children in a five-year age category by State, then rescaled back to sample size.

The NEDS 2010 sample took all the households in the 2008 NDHS who had eligible children between the ages of 4 and 16 years old in 2010, thus the NDHS weights acted as the basis for the NEDS 2010 weights. At the cluster level, the NDHS weights were adjusted by multiplying them by the number of households found in both the 2008 NDHS and 2010 NEDS studies and then dividing by the sum of the number of households found in the 2008 NDHS and 2010 NEDS studies and the newly sampled NEDS households.

To obtain the population weights, the adjusted weights mentioned above were scaled to the population by age and State. At the State level, the adjusted weights were multiplied by the population of eligible children found in five-year age categories, then divided by the sum of the adjusted weights.

In accordance with replicating the NEDS 2004 tables, the population weights were rescaled to the number of sampled eligible children in the NEDS 2010 study. At the national level, the population weights were divided by the sum of the population weights and then multiplied by the total number of eligible children sampled in the NEDS 2010.

Weights for the 2008 NDHS Analysis

Tables in Chapter 2 and Chapter 5 contain data that included only the households found in the 2008 NDHS and the 2010 NEDS. These were households that were selected in the 2008 NDHS and still had at least one eligible child (age 4–16) still living in the household in 2010. The original NDHS sample weights were scaled to the population by State and five-year age category and then rescaled to the sample size as explained above.

Sampling Errors

Estimates derived from a sample survey are affected by two types of errors: (1) non-sampling errors and (2) sampling errors. Non-sampling errors are the results of mistakes made in implementing data collection and data processing, such as failure to locate and interview the correct household, misunderstanding of the questions on the part of either the interviewer or the respondent, and data entry errors. Although numerous efforts were made during the implementation of the 2008 NDHS and 2010 NEDS to minimize these types of errors, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors, on the other hand, can be evaluated statistically. The sample of respondents selected in the 2010 NEDS is only one of many samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differ somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

A sampling error is usually measured in terms of the standard error for a particular statistic (mean, percentage, etc.), which is the square root of the variance. The standard error can be used to calculate

confidence intervals within which the true value for the population can reasonably be assumed to fall. For example, for any given statistic calculated from a sample survey, the value of that statistic will fall within a range of plus or minus two times the standard error of that statistic in 95 percent of all possible samples of identical size and design.

If the sample of respondents had been selected as a simple random sample, it would have been possible to use straightforward formulas for calculating sampling errors. However, the 2008 NDHS/2010 NEDS sample is the result of a multi-stage stratified design, and, consequently, it was necessary to use a more complex formula. The computer software used to calculate sampling errors for these data uses the Taylor linearization method of variance estimation for survey estimates that are means or proportions. The Taylor linearization method treats any percentage or average as a ratio estimate, r = y/x, where y represents the total sample value for variable y, and x represents the total number of cases in the group or subgroup under consideration.

In addition to the standard error, the design effect (DEFT) for each estimate is also calculated. The design effect is defined as the ratio between the standard error using the given sample design and the standard error that would result if a simple random sample had been used. A DEFT value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a value greater than 1.0 indicates the increase in the sampling error due to the use of a more complex and less statistically efficient design. Relative errors and confidence limits for the estimates are also computed.

Sampling errors for the 2010 NEDS are calculated for a few selected variables considered to be of primary interest. Table C.1 presents the value of the statistic (R), its standard error (SE), the number of unweighted (N) and weighted (WN) cases, the design effect (DEFT), the relative standard error (SE/R), and the 95 percent confidence limits (R ± 2SE) for the selected variables, including fertility and mortality rates.

Table B.1 Sampling errors: total sample, NEDS 2010

Variable	R	SE	N	WN	DEFT	SE/R	R − 2SE	R + 2SE
Repetition for primary 1	5.126	0.352	6,641	6,514	1.687	0.069	4.423	5.829
Dropout for primary 1	1.432	0.175	6,641	6,514	1.448	0.122	1.082	1.783
Repetition for primary 6	2.386	0.342	4,438	4,313	1.399	0.143	1.702	3.070
Dropout for primary 6	8.826	0.616	4,438	4,313	2.090	0.070	7.595	10.057
Repetition for primary overall	3.674	0.164	30,881	29,971	2.114	0.045	3.345	4.002
Dropout for primary overall	2.486	0.137	30,881	29,971	2.519	0.055	2.213	2.760
Dropped out of school	3.676	0.136	71,459	71,443	3.710	0.037	3.405	3.948
Mean textbook expenditures in primary school	1,509.8	42.8	28,485	27,934	9.057	0.028	1,424.236	1,595.276

Appendix C: 2010 Nigeria Education Data Survey Implementation Committee

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REUBEN IDELE	DRIVER
OWHONOGWU GEORGEWILL	DRIVER
OJOGUN TELSON OSIFO	COORDINATOR EDO AND DELTA STATES
EDO STATE TEAM	
OLOTON O.O.	SUPERVISOR
SEIDU T. OMOZE	EDITOR
OBASEYOR DORIS D.	INTERVIEWER
IGBINADUWA O. JEFF	INTERVIEWER
STELLA IYENAHIE	INTERVIEWER
AIBANGBE NAPOLEON	DRIVER
IRABOR GREGORY	DRIVER
DELTA STATE TEAM	
UBAKA PAUL	SUPERVISOR
IRIBIRI MEJOVI IJEOMA	EDITOR
ODUAH UCHE GABRIEL	INTERVIEWER
OBEDAVWE OVIGUE	INTERVIEWER
OGBOLU NORA ISIOMA	INTERVIEWER
JOHN AGBOR	DRIVER
OKPOKPATOHOR JOB	DRIVER
MARGARET EDET	COORDINATOR CROSS RIVER AND AKWA IBOM STATES
CROSS RIVER STATE TEAM	
HELEN HENSHAW	SUPERVISOR
UKPAI KANU E.	EDITOR
ISU OKOI IGBOR	INTERVIEWER
STELLA OGAR ANYA	INTERVIEWER
MICHEAL ATTAH ATTAH	INTERVIEWER
OKON NDAREKE	DRIVER
OKON EFFIONG	DRIVER
AKWA IBOM STATE TEAM	
MARGARET AKPAN	SUPERVISOR
AKANINYENE UDOUSORO	EDITOR
UDEME ASIBONG IBE	INTERVIEWER
CHRISTIANA MFON, E.	INTERVIEWER
GRACE EFFIONG OKON	INTERVIEWER
EFFIONG T. UDOH	DRIVER
UDOH ODUDU J.	DRIVER

SOUTH WEST	
OGUN STATE TEAM	
OGUNLEWE, ADENIKE O.	COORDINATOR OGUN AND OYO STATES
TUNJI FALANO	SUPERVISOR
KUYE R.A.	EDITOR
OGUNBOTE FOLUKE O.	INTERVIEWER
OKUNADE O.A.	INTERVIEWER
AWOGBADE K.A.	INTERVIEWER
OGUNBANWO J.O.	DRIVER
ADEYANJU I. ADENIYI	DRIVER
OYO STATE TEAM	
OLUWOLE F.J.	SUPERVISOR
AJIBOLA ADEYEMO	EDITOR
AGBOOLA MODUPE	INTERVIEWER
AFOLABI SHOLA	INTERVIEWER
SIKIRU MUEDEEN ADEKUNLE	INTERVIEWER
OLADIMEJI FEMI	DRIVER
LAWAL KADIR	DRIVER
DAVID ADEKUNLE FASIKU	COORDINATOR EKITI AND LAGOS STATES
EKITI STATE TEAM	
OYERINDE I.S.	SUPERVISOR
FASUYI F.T.	EDITOR
BOSEDE C.O.	INTERVIEWER
BABALOLA M. TITILAYO	INTERVIEWER
OLAMERUN A.	INTERVIEWER
FASUSI SUNDAY	DRIVER
OJO ISMAILA	DRIVER
LAGOS STATE TEAM	
ADEOLA E.F.	SUPERVISOR
APANTAKU O.O.	EDITOR
FASUGBA B.O.	INTERVIEWER
OWOLABI ADEKUNLE AYODEJI	INTERVIEWER
ODUOLA OLAJUMOKE	INTERVIEWER
IDRIS OJO	DRIVER
OMILANA KEHINDE	DRIVER
MAKINWA O. MARTIN	COORDINATOR OSUN AND ONDO STATES
ONDO STATE TEAM	
ARIJENIWA YINKA	SUPERVISOR
OLANIRETI OLIKENYO	EDITOR
ONODA KEHINDE	INTERVIEWER
ELIZABETH OKEREKE	INTERVIEWER
NOAH OYEKANMI	INTERVIEWER
OGUNDEJI SUNDAY	DRIVER
ADESULU ADEWALE	DRIVER

OSUN STATE TEAM	
ADEBOYE T.M.	SUPERVISOR
ADEJOBI E. AKINBAYO	EDITOR
IBIRONKE OPEYEMI	INTERVIEWER
MAKANJUOLA J. AKINTUNDE	INTERVIEWER
ABOYEJI AZEEZ	INTERVIEWER
ADEKUNLE IDOWU	DRIVER
OYETOKUN A.	DRIVER
DATAPROCESSING STAFF	
ATULA JULIUS	SUPERVISOR
IBE GEOFFREY	SUPERVISOR
ABOHO MANASSEH	SUPERVISOR
ADAMU AUDU	SUPERVISOR
EGBEJINMI M.O.	DPA
ELIAS E.O. (MRS)	ARCHIVIST
OBINNA NWANKWO	ARCHIVIST
APEJI O.S.	EDITOR
AGEKAMHE I.J.	EDITOR
AHMED UMAR	EDITOR
OYELEKE KEMI	EDITOR
WUDINI MOH'D ZAINAB	EDITOR
MUHAMMAD ALIYU H.	EDITOR
JOLAOLUWA MICHEAL	PLANT OPERATOR
OGUN FOLORUNSHO	PLANT OPERATOR
MICHEAL ABIMBOLA	CLEANER
DAMILARE AWODIYA	DATA ENTRY OPERATOR
LYDIA LERAMOH	DATA ENTRY OPERATOR
OBIAGELI EGBU	DATA ENTRY OPERATOR
ADEYINKA ODUSILU	DATA ENTRY OPERATOR
ESTHER AMINU	DATA ENTRY OPERATOR
JULIET ABAH	DATA ENTRY OPERATOR
MICHAEL BELLO	DATA ENTRY OPERATOR
CLARA ONWUBUYA	DATA ENTRY OPERATOR
RHODA ONWUBIKO	DATA ENTRY OPERATOR
ABUBAKAR MADAKI	DATA ENTRY OPERATOR
AUGUSTA NGEREM	DATA ENTRY OPERATOR
SAFIYA CHIROMA	DATA ENTRY OPERATOR
COMFORT OMONIYI	DATA ENTRY OPERATOR
OLUFUNKE ESSIEN	DATA ENTRY OPERATOR
IFEOMA ONYEAGHANA	DATA ENTRY OPERATOR
OLUWATOMINIYI TITILAYO	DATA ENTRY OPERATOR
SAMUEL OKOCHA	DATA ENTRY OPERATOR
VIVIAN OTSU	DATA ENTRY OPERATOR
USMAN RABIU	DATA ENTRY OPERATOR
AYODEJI ALUKO	DATA ENTRY OPERATOR
JOY IBE	DATA ENTRY OPERATOR
FERDINAND ISHORKOR	DATA ENTRY OPERATOR
ZAINAB MOHAMMED	DATA ENTRY OPERATOR
UZOMA MBAGWU	DATA ENTRY OPERATOR
RACHAEL OLAJIDE	DATA ENTRY OPERATOR

RTI DATA PROCESSING STAFF	
CHRIS CUMMISKEY	
DANSTONE KWAYUMBA	
SECONDARY EDITING	
SANI ALI GAR	
INUWA B. JALINGO	
ATULA JULIUS	
IBE GEOFFREY	
ABOHO MANASSEH	
ADAMU AUDU	
ELIAS E.O. (MRS)	
OBINNA NWANKWO	
OJOGUN TELSON OSIFO	
ABUBAKAR MADAKI	
MICHAEL BELLO	
COMFORT OMONIYI	
EGBEJINMI M.O.	
LISTING OF ADDITIONAL HOUSEHOLDS	
SANI ALI GAR	FACILITATOR
INUWA B. JALINGO	FACILITATOR
OJOGUN TELSON OSIFO	FACILITATOR
ADEKUNLE FASIKU	FACILITATOR
MOSES ONUMINYA	FACILITATOR
IBRAHIM HAMISU SALE	FACILITATOR
ADEWALE O.E.	SUPERVISOR
ZAKARIYAU S. MADIU	SUPERVISOR
ABUBAKAR M.M.	SUPERVISOR
ONWUAMAEZE CELESTINA	SUPERVISOR
NZEH EBELE C.	SUPERVISOR
ONYIA NGOZI	SUPERVISOR
CHARLES EGBU	SUPERVISOR
EMMANUEL NWACHUKWU	SUPERVISOR
BELLO SULEIMAN YAHAYA	SUPERVISOR
AMOS HELEN	SUPERVISOR
SUNDAY OLAOYE	SUPERVISOR
NKOYO NWAKUSOR	SUPERVISOR
GEORGE ODUNAIKE	SUPERVISOR
STEPHEN OLA APEJI	SUPERVISOR
OBUA S. EVELYN	SUPERVISOR
BASSEY ETENG	SUPERVISOR
WINIFRED ITA	SUPERVISOR
IHEANACHO EBERE	SUPERVISOR
ACHI SAMUEL OKAFOR	SUPERVISOR

LISTING OF ADDITIONAL HOUSEHOLDS (continued)	
ABUBAKAR AFEGBUA	SUPERVISOR
SALAKO HEZEKIAH OLUSOLA	SUPERVISOR
DANIEL D. SOJA	SUPERVISOR
SULEIMAN AHMED	SUPERVISOR
DALATU SOLOMON	SUPERVISOR
RAHILA HAMIDU	SUPERVISOR
AYUKU SUMBA DAVID	SUPERVISOR
BEM AULE	SUPERVISOR
YAHAYA YANUSA	SUPERVISOR
IBADA AUGUSTINA U.	ANAMBRA
UKANDU NKIRU	ANAMBRA
UMEH OBIAGAELI N.	ANAMBRA
EKEMEZIE CHARLES	ANAMBRA
OZULUOHA LETICIA E.	ANAMBRA
ADEIKA AYO OMEIZA	KOGI
ADEWARA, JANET	KWARA
FATUWASE, GABRIEL SANMI	KWARA
BOBADOYE, MARTINS DELE	KWARA
DANLADI DANIEL	FCT
ONYEJI LETICIAL N.	EBONYI
OKOLIE CHARLES	ENUGU
OKOH IFEANYI N.	ENUGU
UDEH MARTINS UCHE	ENUGU
OKORO PETER O.	ENUGU
ONUKWUBIRI FELIX	ABIA
EZEBUIRO CHIDIEBERE	ABIA
IZUWA EMMANUEL	ABIA
IMO CLETUS	ABIA
OGBULU FELIX	ABIA
OKEREKE FRIDAY	ABIA
OBODO EUGENE CHINEDUM	IMO
NWAGUMA CYRIL	IMO
IWUORISHA ALPHONSUS O.	IMO
ONWUKA PATRICK	IMO
ANUFORO VITUS NDUBUISI	IMO
OPARAKU BENSON CHIMA	IMO
ONYEMAUWA UCHEOMA	IMO
AMUDA AJIBOLA GAFAR	LAGOS
OYEBODE F.A.	OYO
OYETUNDE AKINLOYE	OYO
ADEOLA BUNMI	OYO
ADEBAYO OLAIDE	OYO
ONIGBOGI O. HAKEEM	OSUN

LISTING OF ADDITIONAL HOUSEHOLDS (continued)	
OYETOKUN AKINOLA	OSUN
ONIYANGI SOULYMAN O.	OSUN
SODIPO B.J.	OGUN
KUYE R.A.	OGUN
OMOLADE F.M.	OGUN
SANUSI ABIODUN O.	OGUN
ADEKOYA FESTUS	OGUN
AFOLABI IDOWU F.	EKITI
ARINDE SAMSON OLUYEMI	EKITI
OLUGBEYOKUN C OLAKUNLE	EKITI
IPINLAYE YEMISI R.	EKITI
BABALOLA TITILAYO M.	EKITI
OKUNEYE M.A.	ONDO
DAUDA ALMI	ONDO
FABUNMI OLUFEMI F.	ONDO
AYIBAEMI INEIFE	BAYELSA
PRISCILLIA ISIGUZO	BAYELSA
PIUS A GUEMBE	BAYELSA
TONYE WOKORO	BAYELSA
ADDO A. ADDO	CROSS RIVER
EFFIOM OKOKON EDEM	CROSS RIVER
AGWU PAUL OGAH	CROSS RIVER
IDUNG COMFORT	AKWA IBOM
AKPAN AYATMO SUNDAY	AKWA IBOM
UDOH AFIONG EDET	AKWA IBOM
JOY ADA OCHAGULA	RIVERS
ESIEN ENEFIOK OKON	RIVERS
AGANABA WOMOEMI	RIVERS
IDAMI WEKULOM	RIVERS
MANUAGWU JOHN	RIVERS
AZUBUKO C EMMANUEL	RIVERS
OSADECE ANENE E.	DELTA
IMUSE OGHENERO JULIE	DELTA
ODUAWOR WILLIAM O.	DELTA
NKENCHOR JAMES CHUKS	DELTA
BELLO A. ABUBAKAR	EDO
EVBADOLOYI GODWIN	EDO
EKEOBA SATURDAY	EDO

ADVOCACY	
DR. CALLIX UDOFIA	FCT, NIGER AND GENERAL SUPERVISION
OTENE SIMON MALABU ABUBAKAR	NASARAWA, BENUE, ANAMBRA
PHILOMENA OBI (MS)	KANO, JIGAWA, DELTA
FOLUKE BALOGUN (MRS)	PLATEAU, ADAMAWA, TARABA
GABRIEL AGADA	EKITI, KOGI, KWARA, ONDO
DAVID SHOJA NANDE	BORNO, YOBE, BAUCHI, GOMBE
AJANI BASHIR	OSUN, OGUN, OYO, LAGOS
CATHERINE ONYEKEM ADIGWU (MRS)	BAYELSA, CROSS RIVER, RIVERS, AKWA IBOM, EDO
PAUL ANIYA	SOKOTO, KEBBI, KADUNA, ZAMFARA, KATSINA
OKOZOR ODINEMMA G.	IMO, ABIA, ENUGU, EBONYI
USAID/NIGERIA TEAM	
Dr. Sandy Oleksy-Ojikutu	IIP/Education Team Leader
Haladu Mohammed	Senior Education Program Manager
Sunny Fwogos	IIP Education Program Assistant and NEDS Contracting Officer's Technical Representative (COTR)
Patra Lui-Ikoghode	IIP Education Office Manager
Kevin Brown	Program Project Development Officer
Yahaya Momoh	Financial Analyst
Ugo Oguejiofor	Acquisition Specialist
Sadiq Abdullahi	Acquisition and Assistance Specialist
Beatrice Diah	Acquisition and Assistance Specialist
Gabriel Olaniran	Project Accountant
Francis Olu	Mail and File Clerk
Tiamiyu Lamidi	Chauffeur
Sikiru Kamaru	Chauffeur
Cyprain Mba	Chauffeur

Appendix D: 2010 Questionnaires: Eligible Child Questionnaire (ECQ), Household Questionnaire (HH), Independent Child Questionnaire (ICQ), and Parent Guardian Questionnaire (PGQ)

APRIL 2010

2010 NIGERIA EDUCATION DATA SURVEY (NEDS)
ELIGIBLE CHILD QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

NATIONAL HEALTH RESEARCH ETHICS COMMITTEE
ASSIGNED NUMBER: NHREC/01/01/2007

IDENTIFICATION

STATE NAME ☐☐☐

LOCAL GOVERNMENT AREA ☐☐☐☐

LOCALITY NAME ☐☐☐☐

ENUMERATION AREA ☐☐☐☐

URBAN/RURAL (URBAN=1 ; RURAL=2) ☐

CLUSTER NUMBER ☐☐☐

BUILDING NUMBER ☐☐☐

HOUSEHOLD NUMBER ☐☐☐

NAME OF HOUSEHOLD HEAD _____

_____

NAME AND LINE NO. OF PARENT/GUARDIAN

CODE 00 IF NO PARENT/GUARDIAN LINE NO.

_____

☐☐

INTERVIEWER VISITS

	1	2	3
DATE			
INTERVIEWER'S NAME			
RESULT			
NEXT VISIT DATE			
TIME			

FINAL VISIT

DAY ☐☐

MONTH ☐☐

YEAR ☐☐☐☐

NAME ☐☐

RESULT ☐

TOTAL NO. OF VISITS ☐

RESULT CODES:

1. COMPLETED
2. NOT AT HOME
3. APPOINTMENT/CALLBACK
4. REFUSED
5. PARTIALLY COMPLETED
6. OTHER (SPECIFY)_____

LANGUAGE OF QUESTIONNAIRE ☐☐

LANGUAGE USED IN INTERVIEW ☐☐

RESPONDENT'S LOCAL LANGUAGE ☐☐

TRANSLATOR USED

(NOT AT ALL=1; SOMETIMES=2; ALL THE TIME=3) ☐

LANGUAGE:

10. ENGLISH 11. HAUSA 12. IGBO 13. YORUBA 14. OTHER (SPECIFY)_____

FIELD EDITOR	SUPERVISOR	OFFICE EDITOR	KEYED BY
☐☐	☐☐	☐☐	☐☐
NAME_____	NAME_____	NAME_____	NAME_____
DATE_____	DATE_____	DATE_____	DATE_____

SECTION 2: SCHOOLING BACKGROUND AND CURRENT SCHOOL PARTICIPATION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	LINE NUMBER, NAME, AND SEX OF ELIGIBLE CHILD AGE 4-16. COPY FROM HOUSEHOLD SCHEDULE COLUMNS (4), (5), AND (7).	LINE NUMBER ..... ☐☐ NAME ..... SEX: MALE ..... 1 FEMALE 2	
202	What is your relationship to (NAME)?	MOTHER/FATHER ..... 1 STEP/FOSTER PARENT ..... 2 GRANDPARENT ..... 3 SISTER/BROTHER ..... 4 AUNT/UNCLE ..... 5 SISTER/BROTHER-IN-LAW ..... 6 OTHER RELATIVE ..... 7 NOT RELATED 8	
203	In what month and year was (NAME) born? PROBE: What is his/her birthday?	MONTH ..... ☐☐ YEAR ..... ☐☐☐☐	
204	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	AGE IN YEARS ..... ☐☐	
205	Does (NAME) have any serious disabilities? CODE ALL THAT APPLY.	Seeing ..... A Hearing ..... B Speaking ..... C Mobility ..... D Mental ..... E Other (SPECIFY)_____ F NONE ..... G	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
206	What is (NAME)'s religion?	ISLAM ..... 1 CHRISTIANITY ..... 2 TRADITIONALIST ..... 3 OTHER (SPECIFY)_____ 6	→ 211
207	Does (NAME) attend an Islamiyya school?	YES ..... 1 NO 2	→ 208
207A	How many hours per day does (NAME) attend this school?	NUMBER OF HOURS ..... ☐☐ FULL TIME/BOARDING 6	
207B	What time of day does (NAME) attend this school?	MORNING ..... A AFTERNOON ..... B EVENING C	
207C	Does this school teach any of the following subjects?	YES NO English ..... 1 ..... 2 Mathematics ..... 1 ..... 2 Social Studies ..... 1 ..... 2 Integrated Science 1 2	

207D CHECK 207C: ACADEMIC SUBJECTS FOR ISLAMIYYA SCHOOL

YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐

NO TO ALL SUBJECTS (CODE 2) ..... ☐ → 208

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
207E	Why do you send (NAME) to this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS.....A SAFETY .....B QUALITY.....C AFFORDABILITY.....D NEARBY.....E OTHER (SPECIFY)_____F	
208	Does (NAME) attend a Qur'anic school?	YES .....1 NO 2	→ 209
208A	How many hours per day does (NAME) attend this school?	NUMBER OF HOURS ..... ☐☐ FULL TIME/BOARDING 6	
208B	What time of day does (NAME) attend this school??	MORNING.....A AFTERNOON.....B EVENING C	
208C	Does this school teach any of the following subjects?	YES NO English ..... 1 ..... 2 Mathematics..... 1 ..... 2 Social Studies ..... 1 ..... 2 Integrated Science..... 1 2	
208D	CHECK 208C: ACADEMIC SUBJECTS FOR QUR'ANIC SCHOOL YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐ NO TO ALL SUBJECTS (CODE 2) ..... ☐ →		209
208E	Why do you send (NAME) to this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS..... A SAFETY ..... B QUALITY..... C AFFORDABILITY..... D NEARBY..... E OTHER (SPECIFY)_____F	
209	Does (NAME) attend a Tsangaya school?	YES .....1 NO 2	→ 211
209A	How many hours per day does (NAME) attend this school?	NUMBER OF HOURS ..... ☐☐ FULL TIME/BOARDING 6	
209B	What time of day does (NAME) attend this school??	MORNING..... A AFTERNOON..... B EVENING C	
209C	Does this school teach any of the following subjects?	YES NO English ..... 1 .....2 Mathematics..... 1 .....2 Social Studies ..... 1 .....2 Integrated Science..... 1 2	
209D	CHECK 209C: ACADEMIC SUBJECTS FOR TSANGAYA SCHOOL YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐ NO TO ALL SUBJECTS (CODE 2) ..... ☐ →		211

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
209E	Why do you send (NAME) to this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS..... A SAFETY ..... B QUALITY ..... C AFFORDABILITY ..... D NEARBY..... E OTHER (SPECIFY)_____ F	
211	From this point on, I would like to ask you some questions about (NAME) and his/her formal schooling. Formal schooling includes schools at the preprimary, primary, secondary, and higher levels. Formal schooling also includes religious schools that teach academic subjects like mathematics or English. Has (NAME) attended a formal school at any point during the current school year?	YES .....1 NO 2	→ 215
212	What level of school is/was (NAME) attending?	PREPRIMARY .....0 PRIMARY .....1 JUNIOR SECONDARY.....2 SENIOR SECONDARY .....3 HIGHER 4	
213	What class is/was (NAME) attending at that level?	CLASS..... ☐☐	
214	What is/was the name of the school that (NAME) attends/attended? SUPERVISOR WILL WRITE CODE IN BOXES. IF NO SCHOOL FOUND, CODE 98.	SCHOOL NAME _____ _____ ☐☐☐☐☐☐☐☐	
214A	CHECK 212: PREPRIMARY (CODE 0)..... ☐ → 501 PRIMARY, JUNIOR SECONDARY, SENIOR SECONDARY, OR HIGHER (CODES 1, 2, 3 OR 4)..... ☐ → 218		
215	Has (NAME) ever attended school?	YES .....1 NO 2	→ 301
216	What is the highest level of school (NAME) has ever attended?	PRIMARY.....1 JUNIOR SECONDARY.....2 SENIOR SECONDARY .....3 HIGHER 4	
217	What is the highest class that (NAME) completed at that level?	CLASS..... ☐☐	
218	Before attending primary school, did (NAME) attend preprimary?	YES .....1 NO 2	→ 220
219	How many years did (NAME) attend preprimary?	YEARS ..... ☐	
220	Now I would like you to think about the time (NAME) started primary 1. How old was (NAME) when he/she first attended primary 1? RECORD AGE IN COMPLETED YEARS.	AGE..... ☐☐ DON'T KNOW..... 98	→ 230
221	CHECK 220: STARTED PRIMARY 1 ..... AT AGE 7 OR OLDER ☐ ↓ STARTED PRIMARY 1 ..... AT AGE LESS THAN 7 ☐ → 230		
	In Nigeria, the official age children start attending primary school is age 6.		

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
222	I will read to you some reasons children often do not start school at age 6. Please tell me if any of these reasons are important in explaining why (NAME) started school later than age 6. You may provide more than one reason. Was it because (NAME) was needed to work or to help at home?	YES .....1 NO 2	
223	Did (NAME) not start attending school at age 6 because there was not enough money to pay the costs of schooling?	YES .....1 NO 2	
224	Did (NAME) not start attending school at age 6 because the distance to school was too far for him/her to walk at that age?	YES .....1 NO 2	
225	Did (NAME) not start attending school at age 6 because he/she was considered to be too young or not mature enough to start school?	YES .....1 NO 2	
226	Did (NAME) not start attending school at age 6 because he/she was a boy/girl?	YES .....1 NO 2	
227	Did (NAME) not start attending school at age 6 because priority to attend school was given to one child over another?	YES .....1 NO 2	
228	Did (NAME) not start attending school at age 6 because of safety/security concerns?	YES .....1 NO 2	
229	Is there (any/another) important reason why (NAME) started school later than age 6?	YES (SPECIFY)_____1 NO 2	

230	CHECK 211 AND 215 FOR SCHOOLING STATUS:	YES (CODE 1) IN 211 ..... ☐	→ 501
		YES (CODE 1) IN 215 ..... ☐	→ 401

SECTION 3: CHILDREN WHO HAVE NEVER ATTENDED FORMAL SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why (NAME) has never attended school.		
301	Is the only reason why (NAME) never attended school because he/she is physically or mentally challenged and unable to attend school?	YES .....1 NO 2	→ 602
302	Has (NAME) never attended school because he/she has been very sick for 3 months or longer?	YES .....1 NO 2	→ 602
303	Has (NAME) never attended school because he/she is needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, fetching water or wood, etc.?	YES .....1 NO 2	
304	Has (NAME) never attended school because he/she was needed to work in the field, herd animals, sell in the market, or hawk in the streets?	YES .....1 NO 2	
305	Has (NAME) never attended school because he/she is needed to work for an employer?	YES .....1 NO 2	
306	Has (NAME) never attended school because there is not enough money to pay the costs of schooling?	YES .....1 NO 2	→ 308
307	What school cost(s) make it too hard for (NAME) to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	TUITION FEES .....A PTA/DEVELOPMENT LEVIES .....B UNIFORM OR CLOTHING..... C BOOKS AND SUPPLIES..... D TRANSPORTATION.....E ALL COSTS .....F OTHER (SPECIFY) _____ X	
308	Has (NAME) never attended school because the school is too far away?	YES .....1 NO 2	
309	Has (NAME) never attended school because it is unsafe to travel to school?	YES .....1 NO 2	
310	Has (NAME) never attended school because of any of the following school quality related reasons? A. Teachers do not perform well. B. Pupils are unsafe at school. C. School buildings or facilities are poor or have problems. D. Classrooms are too crowded.	YES NO TEACHER PERFORM .....1.....2 PUPILS UNSAFE .....1.....2 FACILITIES POOR .....1.....2 CLASSES CROWDED.....1.....2	
311	Has (NAME) never attended school because schooling is not important?	YES .....1 NO 2	
312	Has (NAME) never attended school because he/she is not interested in attending school?	YES .....1 NO 2	
313	Has (NAME) never attended school because he/she is too young or not mature enough to start attending school?	YES .....1 NO 2	
314	Has (NAME) never attended school because school graduates cannot find good jobs?	YES .....1 NO 2	
315	CHECK 201: FEMALE ..... ☐ MALE ..... ☐		→ 317
316	Has (NAME) never attended school because she was given out to marriage?	YES .....1 NO 2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
317	Is there (any/another) important reason why (NAME) has never attended school?	YES .....1 _____ (SPECIFY) _____ (SPECIFY) NO.....2	

318 GO TO QUESTION 602.

SECTION 4: CHILDREN WHO HAVE DROPPED OUT OF FORMAL SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	How old was (NAME) when he/she stopped attending school? RECORD AGE IN COMPLETED YEARS.	AGE..... ☐☐	
402	There are many reasons why a child may have stopped attending school. I am going to ask you about some reasons people give for why children stop attending school. Please tell me if any of these reasons are important in explaining why (NAME) stopped attending school. Is the only reason why (NAME) stopped attending school because he/she was physically or mentally challenged and unable to attend school?	YES .....1 NO.....2	→ 602
403	Did (NAME) stop attending school because he/she had been very sick for 3 months or longer?	YES .....1 NO.....2	→ 602
404	Did (NAME) stop attending school because he/she was needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, fetching water or wood, etc.?	YES .....1 NO.....2	
405	Did (NAME) stop attending school because he/she was needed to work in the field, herd animals, sell in the market, or hawk in the streets?	YES .....1 NO.....2	
406	Did (NAME) stop attending school because he/she was needed to work for an employer?	YES .....1 NO.....2	
407	Did (NAME) stop attending school because there was not enough money to pay the costs of schooling?	YES .....1 NO.....2	→ 409
408	What school cost(s) made it too hard for (NAME) to continue to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	TUITION FEES .....A PTA/DEVELOPMENT LEVIES.....B UNIFORM OR CLOTHING..... C BOOKS AND SUPPLIES..... D TRANSPORTATION.....E ALL COSTS .....F OTHER (SPECIFY) _____ X	
409	Did (NAME) stop attending school because the school offering the needed class was too far away?	YES .....1 NO.....2	
410	Did (NAME) stop attending school because it is unsafe to travel to school?	YES .....1 NO.....2	
411	Did (NAME) stop attending school because he/she failed examinations or had to repeat classes of schooling?	YES .....1 NO.....2	
412	Did (NAME) stop attending school because of any of the following school quality related reasons? A. Teachers did not perform well. B. Pupils were unsafe at school. C. School buildings or facilities were poor or had problems. D. Classrooms were too crowded.	YES NO TEACHER PERFORM .....1.....2 PUPILS UNSAFE .....1.....2 FACILITIES POOR .....1.....2 CLASSES CROWDED.....1.....2	
413	Did (NAME) stop attending school because he/she no longer wanted to attend school?	YES .....1 NO.....2	
414	Did (NAME) stop attending school because he/she had enough schooling?	YES .....1 NO.....2	→ 602

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
415	CHECK 216 AND 217: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED. CHECK ONE BOX BELOW. PRIMARY, CLASS COMPLETED < 6 ..... ☐ → 416 PRIMARY, CLASS COMPLETED = 6 ..... ☐ → 417 JUNIOR SECONDARY OR HIGHER .... ☐ → 418		
416	Was it because it was unlikely that (NAME) would be able to find a place at junior secondary school? YES……..1 NO……2 → 421	417 Was it because (NAME) did not find a place at junior secondary school? YES ……1 NO……2 → 421	
418	JUNIOR SECONDARY CLASS COMPLETED < 3 ..... ☐ → 419 JUNIOR SECONDARY CLASS COMPLETED = 3 ..... ☐ → 420		
419	Was it because it was unlikely that (NAME) would be able to find a place at senior secondary school? YES……1 NO……..2 → 421	420 Was it because (NAME) did not find a place at senior secondary school? YES .....1 NO 2	
421	CHECK 204: AGE 10 OR OLDER ..... ☐ AGE LESS THAN 10 ..... ☐ → 425		
422	CHECK 201: MALE ..... ☐ FEMALE..... ☐ → 424		
423	Is it because (NAME) got engaged, got married, or made someone pregnant?	YES .....1 NO .....2 → 425	
424	Is it because (NAME) got engaged, got married, or got pregnant?	YES .....1 NO 2	
425	Is there (any/another) important reason that helps to explain why (NAME) stopped attending school?	YES .....1 _____ (SPECIFY) _____ (SPECIFY) NO 2	
426	GO TO QUESTION 602.		

SECTION 5: CHILDREN WHO ATTEND/ATTENDED SCHOOL DURING THE 2009-2010 SCHOOL YEAR

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	Now I would like to ask you some questions about the previous school year, 2008-2009.		
501	Did (NAME) attend school the previous school year?	YES ..... 1 NO 2	→ 509
502	For the current school year, 2009-2010, does (NAME) attend the same school he/she attended the previous school year?	YES ..... 1 NO 2	→ 505
503	What type of school did (NAME) attend?	GOVERNMENT ..... 1 PRIVATE 2	
504	What was the most important reason (NAME) changed schools?	BETTER QUALITY ..... 1 FAMILY MOVED ..... 2 RELIGION ..... 3 TRANSITION TO NEXT LEVEL ..... 4 LACK OF ADMISSION/PLACEMENT ..... 5 OTHER (SPECIFY)_____ 6	
505	During the previous school year, what level of school did (NAME) attend?	PREPRIMARY ..... 0 PRIMARY ..... 1 JUNIOR SECONDARY ..... 2 SENIOR SECONDARY ..... 3 HIGHER 4	→ 509
506	During the previous school year, what class did (NAME) attend at that level?	CLASS ..... ☐	
507	CHECK 213 AND 506: CHILD ATTENDS SAME CLASS AS PREVIOUS YEAR YES ..... ☐ ↓	NO ..... ☐ →	509
508	Is (NAME) repeating this class?	YES ..... 1 NO 2	
	Now I would like you to think about the current school year, 2009-2010.		
509	During the current school year, is (NAME) a day pupil/student or a boarder at school?	DAY PUPIL/STUDENT ..... 1 BOARDER 2	→ 523
510	Now I would like you to think about the last four weeks of school. In the last four weeks, how many days have (NAME)'s school been open?	DAYS ..... ☐☐ NONE ..... 0 DON'T KNOW 8	→ 514
511	In the last four weeks, how many days did (NAME) attend school?	DAYS ..... ☐☐ DON'T KNOW 8	→ 514
512	CHECK 510 AND 511: NUMBER OF DAYS DIFFERENT ..... ☐ ↓	NUMBER OF DAYS THE SAME ..... ☐ →	514

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
513	I see that (NAME) has missed some days of schooling during the last four weeks. Did (NAME) miss school for any of the following reasons? RECORD ANSWER FOR EACH REASON LISTED. IF YES, ASK AND RECORD NUMBER OF DAYS MISSED FOR THAT REASON.	NUMBER OF DAYS	
	Because (NAME) was needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, or fetching water or wood.	DOMESTIC YES.....1 → ☐☐ NO 2	
	Because (NAME) was needed to work in the field, herd animals, sell in the market, or hawk in the streets.	FARM/FAMILY BUSINESS YES.....1 → ☐☐ NO 2	
	Because (NAME) was needed to work for an employer.	EMPLOYER YES.....1 → ☐☐ NO 2	
	Because school fees or other school costs were due, and the money was not available	NO MONEY YES.....1 → ☐☐ NO 2	
	Because (NAME) did not want to go to school.	DID NOT WANT YES.....1 → ☐☐ NO 2	
	Because of a family event such as a funeral or bereavement, naming ceremony, or wedding, etc.	FUNERAL YES.....1 → ☐☐ NO 2	
	Because (NAME) was ill.	ILLNESS YES.....1 → ☐☐ NO 2	
	Because (NAME)'s school clothes were dirty.	DIRTY YES.....1 → ☐☐ NO 2	
	Because (NAME) missed school for any other reasons.	OTHER YES.....1 → ☐☐ NO .....2 (SPECIFY)_____	
514	Now I would like to ask you about the time (NAME) spends at school. On a normal school day, at what time does (NAME) leave home to go to school?	LEAVES HR ☐☐ MIN ☐☐	
515	On a normal school day, at what time does (NAME) return home from school?	RETURNS HR ☐☐ MIN ☐☐	
516	On a normal school day, what is the official time school starts?	STARTS HR ☐☐ MIN ☐☐	
517	On a normal school day, what is the official time school closes?	CLOSES HR ☐☐ MIN ☐☐	
518	What type of transport does (NAME) usually use to get to school?	ON FOOT/WALKING.....1 MOTORCYCLE.....2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
		CAR.....3 BOAT .....4 OTHER (SPECIFY)_____5	
519	I would like to ask you about (NAME)'s homework. Does (NAME) ever do homework outside of school?	YES .....1 NO.....2 DON'T KNOW.....8	→ 522
520	About how many hours per week does (NAME) spend doing homework outside of school? IF LESS THAN 1 HOUR, RECORD '00'.	HOURS PER WEEK..... ☐☐	
521	Do you or anyone else in the household frequently, sometimes, or never help (NAME) with his/her homework?	FREQUENTLY.....1 SOMETIMES .....2 NEVER.....3 DON'T KNOW.....8	
522	CHECK 211: YES, ATTENDED CURRENT YEAR (CODE 1)..... ☐ → NO, DID NOT ATTEND CURRENT YEAR (CODE 2) ..... ☐		→ 602
523	Now I would like you to think about this current school year again, 2009-2010. I am interested in learning more about what kinds of things your household spent money on for (NAME)'s schooling that are one-time expenses and those things that you pay regularly. First, I will ask you about one-time expenses. In the current school year, how much in total did your household pay, or how much does it expect to pay, for (NAME)'s <u>school tuition fees</u> that were paid to the school? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	TUITION PAID TO SCHOOL ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
524	In the current school year, how much in total did your household pay, or how much does it expect to pay, for the <u>school development levy</u> for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	SCHOOL DEVELOPMENT LEVY ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
525	In the current school year, how much in total did your household pay, or how much does it expect to pay, for the <u>Parent Teacher Association (PTA) levy</u> for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	PTA ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
526	In the current school year, how much in total did your household pay, or how much does it expect to pay, for (NAME)'s <u>examination fees</u>? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXAMS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
527	In the current school year, how much in total did your household spend, or how much does it expect to spend, on <u>textbooks</u> for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	TEXTBOOKS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
528	In the current school year, did (NAME) receive any free textbooks?	YES 1	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
		NO 2	530
529	In which of the following subjects did (NAME) receive free textbooks?	YES NO English ..... 1 ..... 2 Mathematics ..... 1 ..... 2 Social Studies ..... 1 ..... 2 Integrated/Basic Science 1 2	
530	Did (NAME) receive any free materials? CODE ALL THAT APPLY.	Pens ..... A Pencils ..... B Rulers ..... C Exercise Books ..... D Supplementary Readers ..... E NONE ..... F Other (SPECIFY)_____ G	
531	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school bags for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	SCHOOL BAGS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW 98	
532	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school uniforms, school clothes, and school shoes bought for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	UNIFORM ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW 98	
533	In the current school year, how much in total did your household spend, or how much does it expect to spend, on furniture for (NAME) to use at school? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	FURNITURE ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW 98	
534	Now, I would like to ask you about expenses for (NAME)'s schooling that your household may pay on a regular basis. In the current school year, did your household spend any money, or does it expect to spend money, for (NAME) to get to school and home from school?	YES ☐ NO ..... 00 PRIVATE VEHICLE ..... 97 DON'T KNOW 98	536
535	Thinking about the current school year, how much in total did your household spend, or how much does it expect to spend, for (NAME) to get to and from school, and how often was this amount spent? (The amount your household spent may have been paid daily, weekly, monthly, per term, yearly, or occasionally throughout the year.)	TRANSPORT COST ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 DON'T KNOW ..... 98 DAILY ..... 1 WEEKLY ..... 2 MONTHLY ..... 3 EACH TERM ..... 4 YEARLY ..... 5 DON'T KNOW 8	536
536	In the current school year, did your household spend any money, or does it expect to spend money, for food for (NAME) during the school day?	YES ☐ NO ..... 00 DON'T KNOW 98	538

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
537	Thinking about the current school year, how much in total did your household spend, or how much does it expect to spend, for food and beverages for (NAME) during the school day, and how often was this amount spent? (The amount your household spent may have been paid daily, weekly, monthly, per term, yearly or occasionally throughout the year.)	FOOD AND BEVERAGE COST ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 DON'T KNOW.....98 DAILY.....1 WEEKLY.....2 MONTHLY.....3 EACH TERM.....4 YEARLY.....5 DON'T KNOW.....8	→ 538
538	In the current school year, did (NAME) receive any extra lessons?	YES.....1 NO.....2 DON'T KNOW.....8	→ 540
539	In the current school year, how much in total did your household pay, or how much does it expect to pay, for (NAME) to have extra lessons? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXTRA LESSONS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
540	In the current school year, how much in total did your household spend, or how much does it expect to spend, on pens, pencils, and crayons for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	PENS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
541	In the current school year, how much in total did your household spend, or how much does it expect to spend, on exercise books for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXERCISE BOOKS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
542	In the current school year, how much in total did your household spend, or how much does it expect to spend, on other school supplies, such as rulers, erasers, or math sets, for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	OTHER SUPPLIES ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
543	CHECK 509: DAY PUPIL/STUDENT OR BOARDER. BOARDER (CODE 2)..... ☐ ↓ DAY PUPIL (CODE 1) ..... ☐ → 545		
544	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school boarding fees for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	BOARDING FEES ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
545	Now, thinking about the current school year, did your household spend money on other things for (NAME)'s schooling?	YES ☐ ↓ NO .....00 DON'T KNOW 98	→ 548

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
546	In the current school year, what were the <u>other things</u> your household spent money on, or expects to spend money on, for (NAME)'s schooling?	_____ _____	
547	In the current school year, how much in total did your household spend on these <u>other items</u> for (NAME)'s schooling? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR	OTHER ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 DON'T KNOW.....98	
548	CHECK 523-547: MORE THAN ONE EXPENDITURE RECORDED AS INCLUDED IN LUMP SUM ☐ ..... NO EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM ☐ ..... → 550		
549	ENTER AMOUNT OF LUMP SUM. ANSWER CANNOT BE 0, DON'T KNOW, OR MISSING.	LUMP SUM ☐☐☐☐☐☐☐☐	
550	Now think of all the money (coming from within or outside the household) that was spent on (NAME)'s schooling in the current school year. In the current year, did all or part of the money to pay for the costs of (NAME)'s schooling come from any of these sources: A. Resources supplied by (NAME) him/herself. B. Resources supplied by (NAME)'s parents and/or your household. C. Resources from (NAME)'s extended family not living in your household, not including (NAME)'s parents. D. Bursary or scholarship. E. Gift from a non-relative who lives outside the household. F. Borrowing.	YES NO CHILD .....1.....2 HH RESOURCE .....1.....2 FAMILY NOT IN HH… .....1.....2 BURSARY.....1.....2 GIFT .....1.....2 BORROW .....1.....2	

SECTION 6: CHILDREN'S EATING PATTERNS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
601	CHECK 509: DAY PUPIL/STUDENT (CODE 1) ..... ☐ BOARDER (CODE 2)..... ☐ → 610		
602	Now I would like to ask you about how often (NAME) eats food during the day. Did (NAME) eat food in the morning yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD.	YES .....1 NO.....2 DON'T KNOW/CHILD NOT AT HOME YESTERDAY 8	→ 604
603	What did (NAME) eat yesterday morning?	RECORD FOOD EATEN _____	
604	Did (NAME) eat lunch yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD.	YES .....1 NO.....2 DON'T KNOW/CHILD NOT AT HOME YESTERDAY 8	→ 606
605	What did (NAME) eat for lunch yesterday?	RECORD FOOD EATEN _____	
606	How many times did (NAME) eat food yesterday, including snacks?	NO. OF TIMES CHILD ATE ..... ☐☐ DON'T KNOW/CHILD NOT AT HOME YESTERDAY 98	
607	CHECK 211: CHILD CURRENTLY IN SCHOOL (CODE 1) ..... ☐ CHILD CURRENTLY NOT IN SCHOOL (CODE 2)..... ☐ → 610		
608	Was (NAME) provided a free lunch at school?	YES .....1 NO.....2	→ 610
609	What type of food was (NAME) provided as a free lunch at school?	SOLID .....1 NON-SOLID.....2	

610 GO TO THE NEXT ELIGIBLE CHILD.
IF NO OTHER ELIGIBLE CHILD(REN), GO TO QUESTION 701 IN PARENT/GUARDIAN QUESTIONNAIRE.

APRIL 2010

2010 NIGERIA EDUCATION DATA SURVEY(NEDS)
HOUSEHOLD QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

NATIONAL HEALTH RESEARCH ETHICS COMMITTEE
ASSIGNED NUMBER: NHREC/01/01/2007

IDENTIFICATION

STATE NAME..... ☐☐☐

LOCAL GOVERNMENT AREA..... ☐☐☐☐

LOCALITY NAME..... ☐☐☐☐

ENUMERATION AREA ..... ☐☐☐☐

URBAN/RURAL (URBAN=1 ; RURAL=2) ..... ☐

CLUSTER NUMBER ..... ☐☐☐☐

BUILDING NUMBER..... ☐☐☐

HOUSEHOLD NUMBER ..... ☐☐☐

NAME OF
HOUSEHOLD HEAD _____

_____

INTERVIEWER VISITS

	1	2	3
DATE			
INTERVIEWER'S NAME			
RESULT*			

FINAL VISIT

DAY..... ☐☐

MONTH..... ☐☐

YEAR ..... ☐☐☐☐

NAME..... ☐☐

RESULT*..... ☐☐

NEXT VISIT	DATE			
	TIME			

TOTAL NO. OF VISITS ..... ☐

***RESULT CODES**:

01. COMPLETED
02. NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT
03. APPOINTMENT/CALLBACK
04 REFUSED
05. PARTIALLY COMPLETED
06. ENTIRE HOUSEHOLD ABSENT FOR DURATION OF TIME IN CLUSTER
07. DWELLING VACANT OR ADDRESS NOT A DWELLING
08. DWELLING DESTROYED
09. DWELLING NOT FOUND
10. HOUSEHOLD MOVED; END OF INTERVIEW
11. OTHER (SPECIFY)_____

LINE NO. OF RESPONDENT TO HOUSEHOLD SCHEDULE
..... ☐☐

CODE 00 IF NO LINE NO. FOR PARENT/GUARDIAN RESPONDENT.

PARENTS/GUARDIANS
TOTAL ..... ☐☐

INDEPENDENT CHILDREN
TOTAL ..... ☐☐

CHILDREN ONLY AGE 4-10 FOR HEIGHT/WEIGHT
TOTAL ELIGIBLE ..... ☐☐

CHILDREN ONLY AGE 5-16 FOR LITERACY/NUMERACY
TOTAL ELIGIBLE ..... ☐☐

CHILDREN ONLY AGE 4-16
TOTAL ELIGIBLE..... ☐☐

FIELD EDITOR	SUPERVISOR	OFFICE EDITOR	KEYED BY
☐☐	☐☐	☐☐	☐☐
NAME_____	NAME_____	NAME_____	NAME_____
DATE_____	DATE_____	DATE_____	DATE_____

SECTION 1: PARENT/GUARDIAN CONSENT AND BACKGROUND

INFORMED C0NSENT FOR HOUSEHOLD RESPONDENT

Good (Morning/Afternoon/Evening/Day). My name is (FILL NAME) and I am working with the National Population Commission. We are conducting a national survey about education. This information will help the government plan education programs and initiatives.

As part of the survey, I would like to ask some questions about members of your household, their age, and their education level. It should only take about 10 minutes. All of the answers you give will be confidential. Participation in the survey is completely voluntary. You can stop the interview at any time.

At this time, do you want to ask me anything about the survey? (PAUSE, ANSWER ANY QUESTIONS)

May I begin the interview now?

Signature of interviewer: _____ Date: _____

RESPONDENT AGREES TO BE INTERVIEWED ..... 1 ↓

RESPONDENT DOES NOT AGREE TO BE INTERVIEWED ..... 2 → END

1	We would like some information about the people who lived in your household or who were staying with you about 2 years ago. Does (NAME OF HOUSEHOLD HEAD) usually live in your household?	YES ..... 1 NO 2	→ COLUMN (8)
2	Did (NAME OF HOUSEHOLD HEAD) use to live in your household?	YES ..... 1 NO 2	→ COLUMN (8)
3	Do any of the following people currently live in your household (READ NAMES FROM COLUMN 5)?	YES ..... 1 NO 2	→ COLUMN (8) → (INTERVIEWER VISITS, RESULT CODE 11)

HOUSEHOLD SCHEDULE

INFORMATION FROM NDHS					**IF AGE 4-16**			
LINE NO.	NAMES OF USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE (NDHS + 2 YEARS)	RESIDENCE	ELIGIBILITY	ELIGIBILITY	ELIGIBILITY
				IF AGE RECORDED AS 4-16, CONTINUE TO COL. (9). IF AGE NOT RECORDED AS 4-16, GO TO NEXT MEMBER OF HH	Does (NAME) usually live here?	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 4-10**	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 5-16**	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 4-16**
(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
					YES NO			
01					1 2	01	01	01
02					1 2	02	02	02
03					1 2	03	03	03
04					1 2	04	04	04
05					1 2	05	05	05
06					1 2	06	06	06
07					1 2	07	07	07
08					1 2	08	08	08

IF AGE 4-16

LINE NO.	PARENTAL SURVIVORSHIP AND EDUCATION*										ELIGIBLE CHILD'S PARENT/ GUARDIAN
	Is (NAME's) natural mother alive?	Does (NAME's) natural mother live in this household?	What is her name? RECORD MOTHER'S LINE NUMBER (SEE COLS. (4) AND (5)).	Did (NAME's) natural mother ever attend school?	What is the highest level of schooling (NAME's) natural mother attended?** What is the highest class she completed at that level?**	Is (NAME's) natural father alive?	Does (NAME's) natural father live in this household?	What is his name? RECORD FATHER'S LINE NUMBER (SEE COLS. (4) AND (5)).	Did (NAME's) natural father ever attend school?	What is the highest level of schooling (NAME's) natural father attended?** What is the highest class he completed at that level?**	Who in the household is best able to answer questions about (NAME)'s education? RECORD PARENT/ GUARDIAN'S LINE NUMBER.
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
	Y N DK	Y N		Y N DK		Y N DK	Y N		Y N DK		P/G LINE NO.++
01	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
02	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
03	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
04	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
05	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
06	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
07	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
08	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐

*COL. (13) THROUGH COL. (22):
THESE QUESTIONS REFER TO THE BIOLOGICAL PARENTS OF THE CHILD.

++ CODE 00=NO PARENT/GUARDIAN IN HH

**CODES FOR COLS. (17) AND (22):
EDUCATION LEVEL :
1=PRIMARY 3=HIGHER
2=SECONDARY 8=DON'T KNOW

CLASS COMPLETED:
00=LESS THAN 1 YEAR COMPLETED
98=DON'T KNOW
FOR 'HIGHER', TOTAL THE NUMBER OF YEARS AT THE POST-SECONDARY LEVEL.

HOUSEHOLD SCHEDULE

INFORMATION FROM NDHS					**IF AGE 4-16**			
LINE NO.	NAMES OF USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE (NDHS + 2 YEARS)	RESIDENCE	ELIGIBILITY	ELIGIBILITY	ELIGIBILITY
				IF AGE RECORDED AS 4-16, CONTINUE TO COL. (9). IF AGE NOT RECORDED AS 4-16, GO TO NEXT MEMBER OF HH	Does (NAME) usually live here?	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 4-10**	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 5-16**	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN **AGE 4-16**
(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
09					YES NO 1 2	09	09	09
10					1 2	10	10	10
11					1 2	11	11	11
12					1 2	12	12	12
13					1 2	13	13	13
14					1 2	14	14	14
15					1 2	15	15	15
16					1 2	16	16	16

IF AGE 4-16

LINE NO.	PARENTAL SURVIVORSHIP AND EDUCATION*										ELIGIBLE CHILD'S PARENT/ GUARDIAN
	Is (NAME's) natural mother alive?	Does (NAME's) natural mother live in this household?	What is her name? RECORD MOTHER'S LINE NUMBER (SEE COLS. (4) AND (5)).	Did (NAME's) natural mother ever attend school?	What is the highest level of schooling (NAME's) natural mother attended?** What is the highest class she completed at that level?**	Is (NAME's) natural father alive?	Does (NAME's) natural father live in this household?	What is his name? RECORD FATHER'S LINE NUMBER (SEE COLS. (4) AND (5)).	Did (NAME's) natural father ever attend school?	What is the highest level of schooling (NAME's) natural father attended?** What is the highest class he completed at that level?**	Who in the household is best able to answer questions about (NAME)'s education? RECORD PARENT/ GUARDIAN'S LINE NUMBER.
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
	Y N DK	Y N		Y N DK		Y N DK	Y N		Y N DK		P/G LINE NO.++
09	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
10	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
11	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
12	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
13	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
14	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
15	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐
16	1 2 8 → 16	1 2 → 16	☐☐	1 2 8 → 18	LEVEL ☐ YEAR ☐☐	1 2 8 → 21	1 2 → 21	☐☐	1 2 8 → 23	LEVEL ☐ YEAR ☐☐	☐☐ INDEP. CHILD ☐

*COL. (13) THROUGH COL. (22):
THESE QUESTIONS REFER TO THE BIOLOGICAL PARENTS OF THE CHILD.

++ CODE 00=NO PARENT/GUARDIAN IN HH

**CODES FOR COLS. (17) AND (22):
EDUCATION LEVEL :
1=PRIMARY 3=HIGHER
2=SECONDARY 8=DON'T KNOW

CLASS COMPLETED:
00=LESS THAN 1 YEAR COMPLETED
98=DON'T KNOW
FOR 'HIGHER', TOTAL THE NUMBER OF YEARS AT THE POST-SECONDARY LEVEL.

SUMMARY OF PARENT/GUARDIAN RESPONDENTS AND ELIGIBLE CHILDREN

PARENT/GUARDIAN RESPONDENTS (Column A)	**ELIGIBLE CHILDREN AGE 4-16** (Column B)			
IDENTIFY PARENT/GUARDIAN RESPONDENTS (IN COLUMN (23)) AND COPY NAMES (FROM COLUMN (5)) AND LINE NUMBERS (FROM COLUMN (4)) FOR ALL PARENT/GUARDIAN RESPONDENTS IN THE HOUSEHOLD. LIST EACH PARENT/GUARDIAN <u>ONLY</u> ONCE. CODE 00 IF PARENT/GUARDIAN DOES NOT HAVE A LINE NO. NAME LINE NO.	COPY NAMES AND LINE NUMBERS OF ELIGIBLE CHILDREN AGE 4-16 FOR PARENT/GUARDIAN RESPONDENT LISTED IN COLUMN A (SEE COLUMNS (4), (5), AND (23)). BE SURE <u>NOT</u> TO LIST INDEPENDENT CHILDREN BELOW.			
	NAME	LINE NO.	NAME	LINE NO,
____ ☐☐	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
____ ☐☐	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
____ ☐☐	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
____ ☐☐	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐
	____	☐☐	____	☐☐

HEIGHT AND WEIGHT

CHECK COLUMN (10): RECORD LINE NUMBER, NAME AND AGE OF ALL CHILDREN LISTED AS **AGE 4-10** IN COLUMNS (24) AND (25).

CHILDREN AGE 4-10				**HEIGHT AND WEIGHT MEASUREMENT OF CHILDREN**		
LINE NO. FROM COL. (4)	NAME FROM COL. (5)	AGE FROM COL. (8)	COPY MONTH AND YEAR FROM Q. 203 IN ELIGIBLE CHILD QUESTIONNAIRE. THEN ASK WHAT DAY THE CHILD WAS BORN AND RECORD DAY.	HEIGHT (CENTIMETERS)	WEIGHT (KILOGRAMS)	RESULT 1 HEIGHT ONLY 2 WEIGHT ONLY 3 BOTH 4 NOT PRESENT 5 REFUSED 6 OTHER
(24)	(25)	(26)	(27)	(28)	(29)	(30)
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐
☐☐		YEARS ☐☐	DAY ☐☐ MO. ☐☐ YEAR ☐☐☐☐	☐☐☐.☐	☐☐☐.☐	☐

LITERACY

CHECK COLUMN (11): RECORD LINE NUMBER AND NAME OF ALL CHILDREN LISTED AS **AGE 5-16** IN COLUMNS (31) AND (32).

NEXT CHECK 211: IF YES IN SCHOOL (CODE 1), COMPLETE COLUMN (33). IF NO, NOT IN SCHOOL (CODE 2), SKIP COLUMN (33) AND ASK COLUMN (34).

LINE NO. FROM COL. (4)	NAME FROM COL. (5)	What is the language of instruction you are taught in your class at school? 10=ENGLISH 11=HAUSA 12=YORUBA 13=IGBO 14=OTHER (SPECIFY) ________	What is the main language spoken at home? 10=ENGLISH 11=HAUSA 12=YORUBA 13=IGBO 14=OTHER (SPECIFY) ________	Now I would like you to read out loud as much of this sentence as you can. SHOW CARD TO CHILD IN ENGLISH. IF CHILD CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me? 1 CANNOT READ AT ALL 2 ABLE TO READ ONLY PARTS OF SENTENCE 3 ABLE TO READ WHOLE SENTENCE 4 BLIND OR VISUALLY IMPAIRED CIRCLE NUMBER BELOW	IF COLUMN (33) OR (34) = 10, GO TO QUESTION 37. IF COLUMN (33) OR (34) = 14, CIRCLE 4 AND GO TO QUESTION 37. TEST USING LANGUAGE CARD CODED AS 11, 12 OR 13 IN COLUMN (33) OR (34). Now I would like you to read out loud as much of this sentence as you can. SHOW LANGUAGE CARD TO CHILD. IF CHILD CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me? 1 CANNOT READ AT ALL 2 ABLE TO READ ONLY PARTS OF SENTENCE 3 ABLE TO READ WHOLE SENTENCE 4 NO CARD WITH REQUIRED LANGUAGE (SPECIFY LANGUAGE) CIRCLE NUMBER BELOW
(31)	(32)	(33)	(34)	(35)	(36)
☐☐		☐☐ OTHER (SPECIFY) ________ → 35	☐☐ OTHER (SPECIFY) ________	1 2 3 4 ↓36 ↓36 ↓37 ↓38	1 2 3 4 OTHER (SPECIFY) ________
☐☐		☐☐ OTHER (SPECIFY) ________ → 35	☐☐ OTHER (SPECIFY) ________	1 2 3 4 ↓36 ↓36 ↓37 ↓38	1 2 3 4 OTHER (SPECIFY) ________
☐☐		☐☐ OTHER (SPECIFY) ________ → 35	☐☐ OTHER (SPECIFY) ________	1 2 3 4 ↓36 ↓36 ↓37 ↓38	1 2 3 4 OTHER (SPECIFY) ________
☐☐		☐☐ OTHER (SPECIFY) ________ → 35	☐☐ OTHER (SPECIFY) ________	1 2 3 4 ↓36 ↓36 ↓37 ↓38	1 2 3 4 OTHER (SPECIFY) ________

LITERACY (CONTINUED)

CHECK COLUMN (11): RECORD LINE NUMBER AND NAME OF ALL CHILDREN LISTED AS **AGE 5-16** IN COLUMN (31) AND (32).

NEXT CHECK 211: IF YES IN SCHOOL (CODE 1), COMPLETE COLUMN (33). IF NO, NOT IN SCHOOL (CODE 2), SKIP COLUMN (33) AND ASK COLUMN (34).

LINE NO. FROM COL. (4)	NAME FROM COL. (5)	What is the language of instruction you are taught in your class at school? 10=ENGLISH 11=HAUSA 12=YORUBA 13=IGBO 14=OTHER (SPECIFY) ___________	What is the main language spoken at home? 10=ENGLISH 11=HAUSA 12=YORUBA 13=IGBO 14=OTHER (SPECIFY) ___________	Now I would like you to read out loud as much of this sentence as you can. SHOW CARD TO CHILD IN ENGLISH. IF CHILD CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me? 1 CANNOT READ AT ALL 2 ABLE TO READ ONLY PARTS OF SENTENCE 3 ABLE TO READ WHOLE SENTENCE 4 BLIND OR VISUALLY IMPAIRED CIRCLE NUMBER BELOW	IF COLUMN (33) OR (34) = 10, GO TO QUESTION 37. IF COLUMN (33) OR (34) = 14, CIRCLE 4 AND GO TO QUESTION 37. TEST USING LANGUAGE CARD CODED AS 11, 12 OR 13 IN COLUMN (33) OR (34). Now I would like you to read out loud as much of this sentence as you can. SHOW LANGUAGE CARD TO CHILD. IF CHILD CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me? 1 CANNOT READ AT ALL 2 ABLE TO READ ONLY PARTS OF SENTENCE 3 ABLE TO READ WHOLE SENTENCE 4 NO CARD WITH REQUIRED LANGUAGE (SPECIFY LANGUAGE) CIRCLE NUMBER BELOW
(31)	(32)	(33)	(34)	(35)	(36)
☐☐		☐☐ OTHER (SPECIFY) ___________ → 35	☐☐ OTHER (SPECIFY) ___________	1 → 36, 2 → 36, 3 → 37, 4 → 38	1 2 3 4 OTHER (SPECIFY) ___________
☐☐		☐☐ OTHER (SPECIFY) ___________ → 35	☐☐ OTHER (SPECIFY) ___________	1 → 36, 2 → 36, 3 → 37, 4 → 38	1 2 3 4 OTHER (SPECIFY) ___________
☐☐		☐☐ OTHER (SPECIFY) ___________ → 35	☐☐ OTHER (SPECIFY) ___________	1 → 36, 2 → 36, 3 → 37, 4 → 38	1 2 3 4 OTHER (SPECIFY) ___________
☐☐		☐☐ OTHER (SPECIFY) ___________ → 35	☐☐ OTHER (SPECIFY) ___________	1 → 36, 2 → 36, 3 → 37, 4 → 38	1 2 3 4 OTHER (SPECIFY) ___________

NUMERACY

CHECK COLUMN (11): RECORD LINE NUMBER AND NAME OF ALL CHILDREN LISTED AS **AGE 5-16** IN COLUMNS (31) AND (32).

LINE NO. FROM COL. (4)	NAME FROM COL. (5)	NUMERACY Now I would like you to add these numbers together for me. SHOW CARD TO CHILD. 1 DID NOT CORRECTLY SUM NUMBERS OR NO ANSWER GIVEN 2 CORRECTLY SUMMED NUMBERS CIRCLE CODE BELOW	RESULT 1 TESTED LITERACY 2 TESTED NUMERACY 3 TESTED BOTH 4 CHILD NOT PRESENT 5 REFUSED TESTS 6 BLIND OR IMPAIRED 7 OTHER (SPECIFY)
(31)	(32)	(37)	(38)
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____
☐☐		1 2	☐ OTHER (SPECIFY) _____

2010 NIGERIA EDUCATION DATA SURVEY (NEDS)
INDEPENDENT CHILD QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

NATIONAL HEALTH RESEARCH ETHICS COMMITTEE
ASSIGNED NUMBER: NHREC/01/01/2007

IDENTIFICATION

STATE NAME ☐☐☐

LOCAL GOVERNMENT AREA ☐☐☐☐

LOCALITY NAME ☐☐☐☐

ENUMERATION AREA ☐☐☐☐

URBAN/RURAL (URBAN=1 ; RURAL=2) ☐

CLUSTER NUMBER ☐☐☐☐

BUILDING NUMBER ☐☐☐

HOUSEHOLD NUMBER ☐☐☐

NAME OF HOUSEHOLD HEAD _____

_____

NAME AND LINE NO. OF INDEPENDENT CHILD

_____

☐☐

INTERVIEWER VISITS

	1	2	3
DATE			
INTERVIEWER'S NAME			
RESULT			

FINAL VISIT

DAY ☐☐

MONTH ☐☐

YEAR ☐☐☐☐

NAME ☐☐

RESULT ☐☐

NEXT VISIT DATE			
TIME			

TOTAL NO. OF VISITS ☐

RESULT CODES:
1. COMPLETED
2. NOT AT HOME
3. APPOINTMENT/CALLBACK
4. REFUSED
5. PARTIALLY COMPLETED
6. OTHER (SPECIFY) _____

LANGUAGE OF QUESTIONNAIRE ☐☐

LANGUAGE USED IN INTERVIEW ☐☐

RESPONDENT'S LOCAL LANGUAGE ☐☐

TRANSLATOR USED
(NOT AT ALL=1; SOMETIMES=2; ALL THE TIME=3) ☐

TOTAL NO. OF INDEPENDENT CHILDREN
AGES 13–16 ☐

LANGUAGE:
10. ENGLISH 11. HAUSA 12. IGBO 13. YORUBA 14. OTHER (SPECIFY) _____

FIELD EDITOR	SUPERVISOR	OFFICE EDITOR	KEYED BY
☐☐	☐☐	☐☐	☐☐
NAME _____	NAME _____	NAME _____	NAME _____
DATE _____	DATE _____	DATE _____	DATE _____

INFORMED C0NSENT FOR INDEPENDENT CHILD RESPONDENT

Good (Morning/Afternoon/Evening/Day). My name is (FILL NAME) and I am working with the National Population Commission. We are conducting a national survey about education. This information will help the government plan education programs and initiatives.

We would very much appreciate your participation in this survey. I would like to ask you about your education. The survey usually takes about 30 minutes. Whatever information you provide will be kept strictly confidential and will not be shown to other persons. Participation in the survey is completely voluntary. Some questions may seem personal. If we should come to any question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope you will participate in the survey since your views are important.

This study has been reviewed and granted approval by the National Health Research Ethics Committee (NHREC), assigned number NHREC/01/01/200, for the study period of April 1 to July 31, 2010.

Should you have any queries, feel free to call any of the following contact person(s):

NEDS Contact Person:
Project Director, Email: saligar58@yahoo.com; Phone: 08033708114
NHREC Contact Persons:
Secretary, NHREC, Email: secretary@nhrec.net; Phone: 095238367
Desk Officer, NHREC, Email: deskofficer@nhrec.net; Phone: 08065479926

At this time, do you want to ask me anything about the survey? (PAUSE, ANSWER QUESTIONS)

May I begin the interview now?

Signature of interviewer: _____ Date: _____

RESPONDENT AGREES TO BE INTERVIEWED ..... 1 ↓	RESPONDENT DOES NOT AGREE TO BE INTERVIEWED ..... 2 → END

SECTION 2: SCHOOLING BACKGROUND AND CURRENT SCHOOL PARTICIPATION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	LINE NUMBER, NAME, AND SEX OF INDEPENDENT CHILD AGE 13 -16. COPY FROM HOUSEHOLD SCHEDULE COLUMNS (4), (5), AND (7).	LINE NUMBER ..... ☐☐ NAME ..... SEX: MALE .....1 FEMALE.....2	
203	In what month and year were you born? PROBE: What is your birthday?	MONTH..... ☐☐ YEAR ..... ☐☐☐☐	
204	How old were you at your last birthday? RECORD AGE IN COMPLETED YEARS.	AGE IN YEARS ..... ☐☐	
205	Do you have any serious disabilities? CODE ALL THAT APPLY.	Seeing .....A Hearing .....B Speaking..... C Mobility..... D Mental .....E Other (SPECIFY)_____F NONE ..... G	
206	What is your religion?	ISLAM .....1 CHRISTIANITY.....2 TRADITIONALIST .....3 OTHER (SPECIFY)_____6	→ 211
207	Do you attend an Islamiyya school?	YES.....1 NO 2	→ 208
207A	How many hours per day do you attend this school?	NUMBER OF HOURS..... ☐☐ FULL TIME/BOARDING.....6	
207B	What time of day do you attend this school? CODE ALL THAT APPLY	MORNING .....A AFTERNOON.....B EVENING C	
207C	Does this school teach any of the following subjects?	YES NO English.....1 .....2 Mathematics .....1 .....2 Social Studies.....1 .....2 Integrated Science 1 2	
207D	CHECK 207C: ACADEMIC SUBJECTS FOR ISLAMIYYA SCHOOL YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐ ↓ NO TO ALL SUBJECTS (CODE 2)..... ☐ → 208		
207E	Why do you attend this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS.....A SAFETY.....B QUALITY ..... C AFFORDABILITY ..... D NEARBY.....E OTHER (SPECIFY)_____F	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
208	Do you attend a Qur'anic school?	YES.....1 NO 2	→ 209
208A	How many hours per day do you attend this school?	NUMBER OF HOURS..... ☐☐ FULL TIME/BOARDING.....6	
208B	What time of day do you attend this school? CODE ALL THAT APPLY	MORNING .....A AFTERNOON.....B EVENING C	
208C	Does this school teach any of the following subjects?	YES NO English.....1 .....2 Mathematics .....1 .....2 Social Studies.....1 .....2 Integrated Science 1 2	
208D	CHECK 208C: ACADEMIC SUBJECTS FOR QUR'ANIC SCHOOL YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐ NO TO ALL SUBJECTS (CODE 2)..... ☐ →		209
208E	Why do you attend this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS.....A SAFETY.....B QUALITY ..... C AFFORDABILITY ..... D NEARBY.....E OTHER (SPECIFY)_____F	
209	Do you attend a Tsangaya school?	YES.....1 NO 2	→ 211
209A	How many hours per day do you attend this school?	NUMBER OF HOURS..... ☐☐ FULL TIME/BOARDING.....6	
209B	What time of day do you attend this school? CODE ALL THAT APPLY	MORNING .....A AFTERNOON.....B EVENING C	
209C	Does this school teach any of the following subjects?	YES NO English.....1 .....2 Mathematics .....1 .....2 Social Studies.....1 .....2 Integrated Science 1 2	
209D	CHECK 209C: ACADEMIC SUBJECTS FOR TSANGAYA SCHOOL YES TO AT LEAST ONE SUBJECT (CODE 1) ..... ☐ NO TO ALL SUBJECTS (CODE 2)..... ☐ →		211
209E	Why do you attend this school? CODE ALL THAT APPLY.	RELIGIOUS/MORAL REASONS.....A SAFETY.....B QUALITY ..... C AFFORDABILITY ..... D NEARBY.....E OTHER (SPECIFY)_____F	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	From this point on, I would like to ask you some questions about your formal schooling. Formal schooling includes schools at the preprimary, primary, secondary, and higher levels. Formal schooling also includes religious schools that teach academic subjects like mathematics or English.		
211	Have you attended a formal school at any point during the current school year?	YES.....1 NO 2	→ 215
212	What level of school are/were you attending?	PREPRIMARY.....0 PRIMARY .....1 JUNIOR SECONDARY.....2 SENIOR SECONDARY.....3 HIGHER.....4	
213	What class are/were you attending at that level?	CLASS..... ☐☐	
214	What is/was the name of the school that you attend/attended? SUPERVISOR WILL WRITE CODE IN BOXES. IF NO SCHOOL FOUND, CODE 98.	SCHOOL NAME _____ _____ ☐☐☐☐☐☐☐☐	
214A	Is (NAME OF SCHOOL) a government or private school?	GOVERNMENT.....1 PRIVATE 2	
214B	In which village or place is (NAME OF SCHOOL) located?	_____	

214C	CHECK 212:	
	PREPRIMARY (CODE 0) ..... ☐	→ 501
	PRIMARY, JUNIOR SECONDARY, SENIOR SECONDARY, OR HIGHER (CODES 1, 2, 3 OR 4) ..... ☐	→ 218

215	Have you ever attended school?	YES.....1 NO 2	→ 301
216	What is the highest level of school you have attended?	PRIMARY .....1 JUNIOR SECONDARY.....2 SENIOR SECONDARY.....3 HIGHER.....4	
217	What is the highest class that you have completed at that level?	CLASS..... ☐☐	
218	Before attending primary school, did you attend preprimary?	YES.....1 NO 2	→ 220
219	How many years did you attend preprimary?	YEARS..... ☐	
220	Now I would like you to think about the time you started primary 1. How old were you when you first attended primary 1? RECORD AGE IN COMPLETED YEARS.	AGE ..... ☐☐ DON'T KNOW 98	→ 230

221	CHECK 220:		
	STARTED PRIMARY 1..... AT AGE 7 OR OLDER ☐ ↓	STARTED PRIMARY 1 ..... AT AGE LESS THAN 7 ☐	→ 230

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	In Nigeria, the official age children start attending primary school is age 6. I will read to you some reasons children often do not start school at age 6. Please tell me if any of these reasons are important in explaining why you started school later than age 6. You may provide more than one reason.		
222	Was it because you were needed to work or to help at home?	YES.....1 NO 2	
223	Did you not start attending school at age 6 because there was not enough money to pay the costs of schooling?	YES.....1 NO 2	
224	Did you not start attending school at age 6 because the distance to school was too far for you to walk at that age?	YES.....1 NO 2	
225	Did you not start attending school at age 6 because you were considered to be too young or not mature enough to start school?	YES.....1 NO 2	
226	Did you not start attending school at age 6 because you were a boy/girl?	YES.....1 NO 2	
227	Did you not start attending school at age 6 because priority to attend school was given to one child over another?	YES.....1 NO 2	
228	Did you not start attending school at age 6 because of safety/security concerns?	YES.....1 NO 2	
229	Is there (any/another) important reason why you started school later than age 6?	YES (SPECIFY)_____1 NO 2	

230	CHECK 211 AND 215 FOR SCHOOLING STATUS:	YES (CODE 1) IN 211 ..... ☐ →	501
		YES (CODE 1) IN 215..... ☐ →	401

SECTION 3: CHILDREN WHO HAVE NEVER ATTENDED FORMAL SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why you have never attended school.		
301	Is the only reason why you have never attended school because you are physically or mentally challenged and unable to attend school?	YES.....1 NO 2	→ 602
302	Have you never attended school because you have been very sick for 3 months or longer?	YES.....1 NO 2	→ 602
303	Have you never attended school because you are needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, fetching water or wood, etc.?	YES.....1 NO 2	
304	Have you never attended school because you are needed to work in the field, herd animals, sell in the market, or hawk in the streets?	YES.....1 NO 2	
305	Have you never attended school because you are needed to work for an employer?	YES.....1 NO 2	
306	Have you never attended school because there is not enough money to pay the costs of schooling?	YES.....1 NO 2	→ 308
307	What school cost(s) make it too hard for you to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	TUITION FEES..... A PTA/DEVELOPMENT LEVIES ..... B UNIFORM OR CLOTHING ..... C BOOKS AND SUPPLIES ..... D TRANSPORTATION ..... E ALL COSTS..... F OTHER (SPECIFY) _____ X	
308	Have you never attended school because the school is too far away?	YES.....1 NO 2	
309	Have you never attended school because it is unsafe to travel to school?	YES.....1 NO 2	
310	Have you never attended school because of any of the following school quality related reasons? a. Teachers do not perform well. b. Pupils are unsafe at school. c. School buildings or facilities are poor or have problems. d. Classrooms are too crowded.	YES NO TEACHER PERFORM.....1 ..... 2 PUPILS UNSAFE.....1 ..... 2 FACILITIES POOR.....1 ..... 2 CLASSES CROWDED 1 2	
311	Have you never attended school because schooling is not important?	YES.....1 NO 2	
312	Have you never attended school because you are not interested in attending school?	YES.....1 NO 2	
313	Have you never attended school because school graduates cannot find good jobs?	YES.....1 NO 2	
314	CHECK 201: FEMALE..... ☐ MALE ..... ☐		→ 316
315	Have you never attended school because you were given out to marriage?	YES.....1 NO 2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
316	Is there (any/another) important reason why you have never attended school?	YES.....1 _____ (SPECIFY) _____ (SPECIFY) NO 2	

317 GO TO QUESTION 602.

SECTION 4: CHILDREN WHO HAVE DROPPED OUT OF FORMAL SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	How old were you when you stopped attending school? RECORD AGE IN COMPLETED YEARS.	AGE ..... ☐☐	
402	There are many reasons why a child may have stopped attending school. I am going to ask you about some reasons people give for why children stop attending school. Please tell me if any of these reasons are important in explaining why you stopped attending school. Is the only reason why you stopped attending school because you were physically or mentally challenged and unable to attend school?	YES.....1 NO 2	→ 602
403	Did you stop attending school because you had been very sick for 3 months or longer?	YES.....1 NO 2	→ 602
404	Did you stop attending school because you were needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, fetching water or wood, etc.?	YES.....1 NO 2	
405	Did you stop attending school because you were needed to work in the field, herd animals, sell in the market, or hawk in the streets?	YES.....1 NO 2	
406	Did you stop attending school because you were needed to work for an employer?	YES.....1 NO 2	
407	Did you stop attending school because there was not enough money to pay the costs of schooling?	YES.....1 NO 2	→ 409
408	What school cost(s) made it too hard for you to continue to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	TUITION FEES..... A PTA/DEVELOPMENT LEVIES ..... B UNIFORM OR CLOTHING ..... C BOOKS AND SUPPLIES ..... D TRANSPORTATION ..... E ALL COSTS..... F OTHER (SPECIFY) _____ X	
409	Did you stop attending school because the school offering the needed class was too far away?	YES.....1 NO 2	
410	Did you stop attending school because it is unsafe to travel to school?	YES.....1 NO 2	
411	Did you stop attending school because you failed examinations or had to repeat classes of schooling?	YES.....1 NO 2	
412	Did you stop attending school because of any of the following school quality related reasons? a. Teachers did not perform well. b. Pupils were unsafe at school. c. School buildings or facilities were poor or had problems. d. Classrooms were too crowded.	YES NO TEACHER PERFORM ..... 1 ..... 2 PUPILS UNSAFE ..... 1 ..... 2 FACILITIES POOR..... 1 ..... 2 CLASSES CROWDED 1 2	
413	Did you stop attending school because you no longer wanted to attend school?	YES.....1 NO 2	
414	Did you stop attending school because you had enough schooling?	YES.....1 NO 2	→ 602

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
415	CHECK 216 AND 217: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED. CHECK ONE BOX BELOW. PRIMARY, CLASS COMPLETED < 6 ..... ☐ → 416 PRIMARY, CLASS COMPLETED = 6 ..... ☐ → 417 JUNIOR SECONDARY OR HIGHER .... ☐ → 418		
416	Was it because it was unlikely that you would be able to find a place at junior secondary school? YES.....1 NO.....2 → 421	417 Was it because you did not find a place at junior secondary school? YES .....1 NO.....2 → 421	
418	JUNIOR SECONDARY CLASS COMPLETED < 3 ..... ☐ → 419 JUNIOR SECONDARY CLASS COMPLETED = 3 ..... ☐ → 420		
419	Was it because it was unlikely that you would be able to find a place at senior secondary school? YES.....1 NO.....2 → 421	420 Was it because you did not find a place at senior secondary school? YES .....1 NO 2	
421	CHECK 204: AGE 10 OR OLDER ..... ☐ AGE LESS THAN 10 ..... ☐ → 425		
422	CHECK 201: MALE ..... ☐ FEMALE ..... ☐ → 424		
423	Is it because you got engaged, got married, or made someone pregnant?	YES .....1 NO .....2 → 425	
424	Is it because you got engaged, got married, or got pregnant?	YES .....1 NO 2	
425	Is there (any/another) important reason that helps to explain why you stopped attending school?	YES .....1 _____ (SPECIFY) _____ (SPECIFY) NO 2	
426	GO TO QUESTION 602.		

SECTION 5: CHILDREN WHO ATTEND/ATTENDED SCHOOL DURING THE 2009-2010 SCHOOL YEAR

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
501	Now I would like to ask you some questions about the previous school year, 2008-2009. Did you attend school the previous school year?	YES ..... 1 NO 2	→ 509
502	For the current school year, 2009-2010, do you attend the same school you attended the previous school year?	YES ..... 1 NO 2	→ 505
503	What type of school did you attend?	GOVERNMENT ..... 1 PRIVATE 2	
504	What was the most important reason you changed schools?	BETTER QUALITY ..... 1 FAMILY MOVED ..... 2 RELIGION ..... 3 TRANSITION TO NEXT LEVEL ..... 4 LACK OF ADMISSION/PLACEMENT ..... 5 OTHER (SPECIFY)_____ 6	
505	During the previous school year, what level of school did you attend?	PREPRIMARY ..... 0 PRIMARY ..... 1 JUNIOR SECONDARY ..... 2 SENIOR SECONDARY ..... 3 HIGHER 4	→ 509
506	During the previous school year, what class did you attend at that level?	CLASS ..... ☐☐	
507	CHECK 213 AND 506: CHILD ATTENDS SAME CLASS AS PREVIOUS YEAR YES ..... ☐ ↓	NO ..... ☐ → 509	
508	Are you repeating this class?	YES ..... 1 NO 2	
509	Now I would like you to think about the current school year, 2009-2010. During the current school year, are you a day pupil/student or a boarder at school?	DAY PUPIL/STUDENT ..... 1 BOARDER 2	→ 522
510	Now I would like you to think about the last four weeks of school. In the last four weeks, how many days has your school been open?	DAYS ..... ☐☐ NONE ..... 0 DON'T KNOW 8	→ 514
511	In the last four weeks, how many days did you attend school?	DAYS ..... ☐☐ DON'T KNOW 8	→ 514
512	CHECK 510 AND 511: NUMBER OF DAYS DIFFERENT. ..... ☐ ↓	NUMBER OF DAYS THE SAME ..... ☐ → 514	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
513	I see that you have missed some days of schooling during the last four weeks. Did you miss school for any of the following reasons? RECORD ANSWER FOR EACH REASON LISTED. IF YES, ASK AND RECORD NUMBER OF DAYS MISSED FOR THAT REASON.	NUMBER OF DAYS	
	Because you were needed to do domestic work such as caring for younger children or sick relatives, cooking or cleaning, or fetching water or wood.	DOMESTIC YES.....1 → ☐☐ NO 2	
	Because you were needed to work in the field, herd animals, sell in the market, or hawk in the streets.	FARM/FAMILY BUSINESS YES.....1 → ☐☐ NO 2	
	Because you were needed to work for an employer.	EMPLOYER YES.....1 → ☐☐ NO 2	
	Because school fees or other school costs were due, and the money was not available.	NO MONEY YES.....1 → ☐☐ NO 2	
	Because you did not want to go to school.	DID NOT WANT YES.....1 → ☐☐ NO 2	
	Because of a family event such as a funeral or bereavement, naming ceremony, or wedding, etc.	FUNERAL YES.....1 → ☐☐ NO 2	
	Because you were ill.	ILLNESS YES.....1 → ☐☐ NO 2	
	Because your school clothes were dirty.	DIRTY YES.....1 → ☐☐ NO 2	
	Because you missed school for any other reasons.	OTHER YES.....1 → ☐☐ NO .....2 (SPECIFY)_____	
514	Now I would like to ask you about the time you spend at school. On a normal school day, at what time do you leave home to go to school?	LEAVES HR ☐☐ MIN ☐☐	
515	On a normal school day, at what time do you return home from school?	RETURNS HR ☐☐ MIN ☐☐	
516	On a normal school day, what is the official time school starts?	START HR ☐☐ MIN ☐☐	
517	On a normal school day, what is the official time school closes?	CLOSE HR ☐☐ MIN ☐☐	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
518	What type of transport do you usually use to get to school?	ON FOOT/WALKING.....1 MOTORCYCLE .....2 CAR .....3 BOAT .....4 OTHER (SPECIFY)_____5	
519	I would like to ask you about your homework. Do you ever do homework outside of school?	YES.....1 NO.....2 DON'T KNOW 8	522
520	About how many hours per week do you spend doing homework outside of school? IF LESS THAN 1 HOUR, RECORD '00'.	HOURS PER WEEK ..... ☐☐	
521	Does anyone in the household frequently, sometimes, or never help you with your homework?	FREQUENTLY.....1 SOMETIMES .....2 NEVER.....3 DON'T KNOW 8	
522	CHECK 211: YES, ATTENDED CURRENT YEAR (CODE 1) ..... ☐ NO, DID NOT ATTEND CURRENT YEAR (CODE 2)..... ☐		602
523	Now I would like you to think about this current school year again, 2009-2010. I am interested in learning more about what kinds of things your household spent money on for your schooling that are one-time expenses and those things that you pay regularly. First, I will ask you about one-time expenses. In the current school year, how much in total did your household pay, or how much does it expect to pay, for your school tuition fees that were paid to the school? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	TUITION PAID TO SCHOOL ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
524	In the current school year, how much in total did your household pay, or how much does it expect to pay, for the school development levy for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	SCHOOL DEVELOPMENT LEVY ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
525	In the current school year, how much in total did your household pay, or how much does it expect to pay, for the Parent Teacher Association (PTA) levy for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	PTA ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
526	In the current school year, how much in total did your household pay, or how much does it expect to pay, for your examination fees? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXAMS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
527	In the current school year, how much in total did your household spend, or how much does it expect to spend, on textbooks for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	TEXTBOOKS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
528	In the current school year, did you receive any free textbooks?	YES ..... 1 NO..... 2	→ 530
529	In which of the following subjects did you receive free textbooks?	YES NO English ..... 1 ..... 2 Mathematics ..... 1 ..... 2 Social Studies..... 1 ..... 2 Integrated/Basic Science..... 1 2	
530	Did you receive any free materials? CODE ALL THAT APPLY.	Pens..... A Pencils ..... B Rulers..... C Exercise Books..... D Supplementary Readers..... E NONE..... F Other (SPECIFY)_____ G	
531	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school bags for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	SCHOOL BAGS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
532	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school uniforms, school clothes, and school shoes bought for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	UNIFORM ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
533	In the current school year, how much in total did your household spend, or how much does it expect to spend, on furniture for you to use at school? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	FURNITURE ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 NOTHING ..... 00 DON'T KNOW..... 98	
534	Now, I would like to ask you about expenses for your schooling that your household may pay on a regular basis. In the current school year, did your household spend any money, or does it expect to spend money, for you to get to school and home from school?	YES ☐ NO ..... 00 PRIVATE VEHICLE ..... 97 DON'T KNOW 98	→ 536
535	Thinking about the current school year, how much did your household spend, or how much does it expect to spend, for you to get to and from school, and how often was this amount spent? (The amount your household spent may have been paid daily, weekly, monthly, per term, yearly, or occasionally throughout the year.)	TRANSPORT COST ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM ..... 96 DON'T KNOW..... 98 DAILY..... 1 WEEKLY..... 2 MONTHLY ..... 3 EACH TERM..... 4 YEARLY..... 5 DON'T KNOW 8	→ 536

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
536	In the current school year, did your household spend any money, or does it expect to spend any money, for <u>food</u> for you during the school day?	YES ☐ NO .....00 DON'T KNOW 98	→ 538
537	Thinking about the current school year, how much did your household spend, or how much does it expect to spend, for <u>food and beverages</u> for you during the school day, and how often was this amount spent? (The amount your household spent may have been paid daily, weekly, monthly, per term, yearly or occasionally throughout the year.)	FOOD AND BEVERAGE COST ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 DON'T KNOW.....98 DAILY.....1 WEEKLY.....2 MONTHLY .....3 EACH TERM.....4 YEARLY.....5 DON'T KNOW 8	→ 538
538	In the current school year, did you receive any extra lessons?	YES.....1 NO.....2 DON'T KNOW 8	→ 540
539	In the current school year, how much in total did your household pay, or how much does it expect to pay, for you to have <u>extra lessons</u>? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXTRA LESSONS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
540	In the current school year, how much in total did your household spend, or how much does it expect to spend, on <u>pens, pencils, and crayons</u> for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	PENS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
541	In the current school year, how much in total did your household spend, or how much does it expect to spend, on <u>exercise books</u> for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	EXERCISE BOOKS ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
542	In the current school year how much in total did your household spend, or how much does it expect to spend, on other <u>school supplies</u>, such as rulers, erasers, or math sets, for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	OTHER SUPPLIES ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	
543	CHECK 509: BOARDER (CODE 2) ..... ☐ DAY PUPIL (CODE 1)..... ☐		→ 545
544	In the current school year, how much in total did your household spend, or how much does it expect to spend, on school boarding fees for you? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR.	BOARDING FEES ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 NOTHING .....00 DON'T KNOW.....98	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
545	Now, thinking about the current school year, did your household spend money on, or expects to spend money on <u>other things</u> for your schooling?	YES ☐ NO .....00 DON'T KNOW 98	→ 548
546	In the current school year, what were the <u>other things</u> your household spent money on, or expects to spend money on, for your schooling?	_____ _____	
547	In the current school year, how much in total did your household spend on these <u>other items</u> for your schooling? COMBINE COSTS FOR ALL 3 TERMS OF SCHOOL YEAR	OTHER ☐☐☐☐☐☐☐☐ INCLUDED IN LUMP SUM .....96 DON'T KNOW.....98	
548	CHECK 523-547: MORE THAN ONE EXPENDITURE RECORDED AS INCLUDED IN LUMP SUM ..... ☐ ↓ NO EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM ..... ☐ → 550		
549	ENTER AMOUNT OF LUMP SUM. ANSWER CANNOT BE 0, DON'T KNOW, OR MISSING.	LUMP SUM ☐☐☐☐☐☐☐☐	
550	Now think of all the money (coming from within or outside the household) that was spent on your schooling in the current school year. In the current year, did all or part of the money to pay for the costs of your schooling come from any of these sources: A. Resources supplied by yourself. B. Resources supplied by your parents and/or your household. C. Resources from your extended family not living in your household, not including your parents. D. Bursary or scholarship. E. Gift from a non-relative who lives outside the household. F. Borrowing.	YES NO CHILD .....1 ..... 2 HH RESOURCE .....1 ..... 2 FAMILY NOT IN HH… .....1 ..... 2 BURSARY.....1 ..... 2 GIFT .....1 ..... 2 BORROW 1 2	

SECTION 6: CHILDREN'S EATING PATTERNS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
601	CHECK 509: DAY PUPIL/STUDENT (CODE 1) ..... BOARDER (CODE 2)..... → 610		
602	Now I would like to ask you about how often you eat food during the day. Did you eat food in the morning yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD.	YES .....1 NO.....2 DON'T KNOW.....8	→ 604
603	What did you eat yesterday morning?	RECORD FOOD EATEN _____	
604	Did you eat lunch yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD.	YES .....1 NO.....2 DON'T KNOW.....8	→ 606
605	What did you eat for lunch yesterday?	RECORD FOOD EATEN _____	
606	How many times did you eat food yesterday, including snacks?	NO. OF TIMES CHILD ATE ..... ☐☐ DON'T KNOW.....98	
607	CHECK 211: CHILD CURRENTLY IN SCHOOL (CODE 1) ..... CHILD CURRENTLY NOT IN SCHOOL (CODE 2)..... → 610		
608	Were you provided a free lunch at school?	YES .....1 NO.....2	→ 610
609	What type of food were you provided as a free lunch at school?	SOLID .....1 NON-SOLID.....2	
610	END OF INTERVIEW.		

2010 NIGERIA EDUCATION DATA SURVEY(NEDS)
PARENT/GUARDIAN QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

NATIONAL HEALTH RESEARCH ETHICS COMMITTEE
ASSIGNED NUMBER: NHREC/01/01/2007

IDENTIFICATION

STATE NAME..... ☐☐☐

LOCAL GOVERNMENT AREA..... ☐☐☐☐

LOCALITY NAME..... ☐☐☐☐

ENUMERATION AREA ..... ☐☐☐☐

URBAN/RURAL (URBAN=1 ; RURAL=2) ..... ☐

CLUSTER NUMBER ..... ☐☐☐☐

NAME AND LINE NO. OF PARENT/GUARDIAN

CODE 00 IF NO PARENT/GUARDIAN LINE NO.

_____

..... ☐☐

BUILDING NUMBER..... ☐☐☐

HOUSEHOLD NUMBER ..... ☐☐☐

NAME OF
HOUSEHOLD HEAD _____

_____

INTERVIEWER VISITS

	1	2	3
DATE			
INTERVIEWER'S NAME			
RESULT*			
NEXT VISIT DATE			
TIME			

FINAL VISIT

DAY..... ☐☐

MONTH..... ☐☐

YEAR ..... ☐☐☐☐

NAME..... ☐☐

RESULT*..... ☐☐

TOTAL NO. OF VISITS ..... ☐

*RESULT CODES:
1. COMPLETED
2. NOT AT HOME
3. APPOINTMENT/CALLBACK
4. REFUSED
5. PARTIALLY COMPLETED
6. OTHER (SPECIFY)_____

LANGUAGE OF QUESTIONNAIRE ..... ☐☐

LANGUAGE USED IN INTERVIEW..... ☐☐

RESPONDENT'S LOCAL LANGUAGE ..... ☐☐

TRANSLATOR USED

(NOT AT ALL=1; SOMETIMES=2; ALL THE TIME=3)..... ☐

TOTAL NO. OF
ELIGIBLE CHILDREN
AGES 4–16..... ☐

LANGUAGE:
10. ENGLISH
11. HAUSA
12. YORUBA
13. IGBO
14. OTHER (SPECIFY)_____

FIELD EDITOR	SUPERVISOR	OFFICE EDITOR	KEYED BY
☐☐	☐☐	☐☐	☐☐
NAME_____	NAME_____	NAME_____	NAME_____
DATE_____	DATE_____	DATE_____	DATE_____

PART A
SECTION 1: PARENT/GUARDIAN CONSENT AND BACKGROUND

INFORMED C0NSENT FOR PARENT/GUARDIAN RESPONDENT

[DO NOT REPEAT GREETING IF HOUSEHOLD RESPONDENT AND PARENT/GUARDIAN RESPONDENT ARE SAME PERSON]

GREETING

Good (Morning/Afternoon/Evening/Day). My name is (FILL NAME) and I am working with the National Population Commission. We are conducting a national survey about education. This information will help the government plan education programs and initiatives.

INTRODUCTION

Your household is eligible to participate in this survey. We would appreciate your participation in the next part. I would like to ask you about your education and the education of (your children/the children for whom you are responsible). I would also like to weigh and measure some of your children and give a basic literacy and numeracy test to some children. The survey will take about an hour. Whatever information you provide will be kept strictly confidential and will not be shown to other persons. Participation in the survey is completely voluntary. Some questions may seem personal. If we should come to any question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope you will participate in the survey since your views are important.

This study has been reviewed and granted approval by the National Health Research Ethics Committee (NHREC), assigned number NHREC/01/01/2007, for the study period of April 1 to July 31, 2010.

Should you have any queries, feel free to call any of the following contact person(s):

NEDS Contact Person:

Project Director, Email: saligar58@yahoo.com; Phone: 08033708114
NHREC Contact Persons:
Secretary, NHREC, Email: secretary@nhrec.net; Phone: 095238367
Desk Officer, NHREC, Email: deskofficer@nhrec.net; Phone: 08065479926

At this time, do you want to ask me anything about the survey? (PAUSE, ANSWER QUESTIONS)

May I begin the interview now?

Signature of interviewer: _____ Date :_____

RESPONDENT AGREES TO BE INTERVIEWED ..... 1 ↓

RESPONDENT DOES NOT AGREE TO BE INTERVIEWED ..... 2 → END

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	RECORD THE TIME	HOUR ..... ☐☐ MINUTES ..... ☐☐	
102	How old were you at your last birthday?	AGE IN COMPLETED YEARS ..... ☐☐	
103	What is your religion?	ISLAM ..... 1 CHRISTIANITY ..... 2 TRADITIONALIST ..... 3 OTHER (SPECIFY) ..... 6 _____	
104	What is your ethnic group?	_____ ☐☐☐	
105	Do you have any serious disability? CODE ALL THAT APPLY.	Seeing ..... A Hearing ..... B Speaking ..... C Mobility ..... D Mental ..... E Other (SPECIFY) _____ F NONE ..... G	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
	Now I would like to ask about your schooling. When we talk about schooling, it includes formal schools at the primary, secondary, and higher levels. Schooling also includes formal religious schools that teach academic subjects like mathematics, in addition to teaching religion.		
106	Have you ever attended school?	YES .....1 NO 2	→ 110
107	What is the highest level of school you attended?	PREPRIMARY .....0 PRIMARY .....1 JUNIOR SECONDARY .....2 SENIOR SECONDARY .....3 HIGHER 4	
108	What is the highest class you completed at that level?	CLASS ..... ☐☐	
109	CHECK 107: PREPRIMARY OR PRIMARY (CODE 0 OR 1) ..... ☐ ↓	JUNIOR, SECONDARY, OR HIGHER (CODE 2, 3, OR 4) ..... ☐	→ 114
	Now I would like you to read out loud as much of this sentence as you can. SHOW CARD TO RESPONDENT. GIVE RESPONDENT SUFFICIENT TIME TO READ CARD. IF RESPONDENT CANNOT READ WHOLE SENTENCE, PROBE:	CANNOT READ AT ALL .....1 ABLE TO READ ONLY PARTS OF SENTENCE .....2 ABLE TO READ WHOLE SENTENCE .....3 NO CARD WITH REQUIRED LANGUAGE _____ 4 (SPECIFY LANGUAGE)	→ 112
110	Can you read any part of the sentence to me?	BLIND OR VISUALLY IMPAIRED 5	→ 115
111	RECORD THE LANGUAGE CARD USED TO TEST LITERACY.	ENGLISH .....10 HAUSA .....11 YORUBA .....12 IGBO 13	
112	Have you ever participated in a literacy program or any other program that involves learning to read or write (not including primary school)?	YES .....1 NO 2	
113	CHECK 110: ABLE TO READ (CODE 2, 3, OR 4) ..... ☐ ↓	CANNOT READ (CODE 1) ..... ☐	→ 115
114	Do you read a newspaper or magazine almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY .....1 AT LEAST ONCE A WEEK .....2 LESS THAN ONCE A WEEK .....3 NOT AT ALL 4	
115	Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY .....1 AT LEAST ONCE A WEEK .....2 LESS THAN ONCE A WEEK .....3 NOT AT ALL 4	
116	Do you watch television almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY .....1 AT LEAST ONCE A WEEK .....2 LESS THAN ONCE A WEEK .....3 NOT AT ALL 4	
117	PROCEED TO ELIGIBLE CHILD QUESTIONNAIRE		

PART B

SECTION 7: PARENT/GUARDIAN GENERAL EDUCATION QUESTIONS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
701	Now I would like to ask you more general questions about education. We will start with questions about the primary school closest to your household. What is the name of the government primary school closest to your household?	PRIMARY SCHOOL NAME _____ _____ ☐☐☐☐☐☐☐☐	
702	If you were to walk to this government primary school, how long would it take?	HOURS ..... ☐☐ MINUTES ..... ☐☐	
703	How far away, in kilometers, is this government primary school from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
704	Is there a private primary school that is closer than this government primary school?	YES..... 1 NO..... 2	→ 707
705	If you were to walk to this private primary school, how long would it take?	HOURS ..... ☐☐ MINUTES ..... ☐☐	
706	How far away, in kilometers, is this private primary school from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
707	Now I would like to ask you about the junior secondary school that is closest to your household. What is the name of the government junior secondary school closest to your household?	JUNIOR SECONDARY SCHOOL NAME _____ _____ ☐☐☐☐☐☐☐☐	
708	If you were to walk to this government junior secondary school, how long would it take?	HOURS ..... ☐☐ MINUTES ..... ☐☐	
709	How far away, in kilometers, is this government junior secondary school from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
710	Is there a private junior secondary school that is closer than this government school?	YES..... 1 NO..... 2	→ 713
711	If you were to walk to this private junior secondary school, how long would it take?	HOURS ..... ☐☐ MINUTES ..... ☐☐	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
712	How far away, in kilometers, is this <u>private junior secondary</u> school from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
713	Now I would like to ask you about the <u>senior secondary</u> school that is closest to your household. What is the name of the <u>government senior secondary</u> school closest to your household?	SENIOR SECONDARY SCHOOL NAME _____ _____ ☐☐☐☐☐☐☐☐	
714	If you were to walk to this <u>government senior secondary</u> school, how long would it take?	HOURS..... ☐☐ MINUTES..... ☐☐	
715	How far away, in kilometers, is this <u>government senior secondary</u> school from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
716	Is there a <u>private senior secondary</u> school that is closer than this government school?	YES..... 1 NO..... 2	→ 719
717	If you were to walk to this <u>private senior secondary</u> school, how long would it take?	HOURS..... ☐☐ MINUTES..... ☐☐	
718	How far away, in kilometers, is this <u>private senior secondary school</u> from your household? ENTER '00' IF LESS THAN 1 KILOMETER. IF DON'T KNOW, PROBE: Is it greater than 20 kilometers? ENTER '99' IF GREATER THAN 20 KM	KM..... ☐☐	
719	In the last 12 months, have you, one of your children, or anyone else in your household provided any of these kinds of support to a teacher for the teacher's own use?	YES NO DON'T KNOW MONEY.....1.....2.....8 FOOD.....1.....2.....8 LABOUR.....1.....2.....8 GIFT.....1.....2.....8	
	A. Money, other than for extra lessons.		
	B. Food.		
	C. Labour, other than for maintenance of teacher housing.		
	D. Other gift items		
720	CHECK 212 FOR EACH ELIGIBLE CHILD PARENT/ GUARDIAN IS RESPONDING FOR: ONE OR MORE ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODE 1) ☐ ↓ NO ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODES 0, 2, 3, OR 4) ☐ → 801		
721	Does the school that your child(ren) attend(s) have a Parent Teacher Association (PTA)?	YES..... 1 NO..... 2 DON'T KNOW..... 8	→ 723
722	Have you or has any adult in your household attended a meeting of the PTA in the last 12 months?	YES..... 1 NO..... 2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
723	In the last 12 months, have you or has any adult in your household gone to a primary school for any of these reasons?	YES NO	
	A. For a school celebration, performance, or sports event.	EVENT 1 2	
	B. For a meeting, open-day, or conference with a head teacher or teacher.	MEETING 1 2	
	C. To collect report cards.	REPORTS 1 2	
724	I am interested in knowing your opinions about what makes primary schools good and about the importance of schooling. Do you agree or disagree with the following statements?	AGREE DIS-AGREE DON'T KNOW	
	A. In order to be a good school, all of a school's buildings must be permanent structures.	STRUCTURE ..... 1 ..... 2 8	
	B. Whenever necessary, parents should keep their children home from school to work or help in the household.	HOME ..... 1 ..... 2 8	
	C. It is more important to send a boy to school than to send a girl to school.	BOY ..... 1 ..... 2 8	
	D. Primary schools should teach more practical skills, like carpentry or sewing.	PRACTICAL ..... 1 ..... 2 8	
725	I am interested in knowing what kinds of things you think affect the quality of a primary school. Does each of the following things make a school better, make a school worse, or have no effect on the quality of the school?	BETTER NO EFFECT WORSE DON'T KNOW	
	A. Pupils being required to wear uniforms.	1 ..... 2 ..... 3 8	
	B. Teachers caning pupils to maintain discipline.	1 ..... 2 ..... 3 8	
	C. Parents being actively involved in the school.	1 ..... 2 ..... 3 8	
726	Now I would like you to think about the benefits of primary school. Think of a 15-year-old boy who has completed primary school, and has left school. What advantages does this boy have compared to a boy of the same age who never attended primary school? PROBE: Anything else? RECORD ALL MENTIONED.	FIND (BETTER) JOB ..... A PROVIDE SUPPORT TO HOUSEHOLD/PARENTS ..... B CHANCE TO GO TO SECONDARY ..... C LEARN TO READ AND WRITE ..... D LEARN OTHER LANGUAGES ..... E LEARN MATHEMATICS ..... F LEARN VOCATIONAL SKILLS ..... G DEVELOP MORALS/DISCIPLINE ..... H CRITICAL THINKING SKILLS ..... I MAKE A BETTER MARRIAGE ..... J LEARN TO BE A GOOD PARENT ..... K BETTER HYGIENE ..... L SOCIAL INTERACTION SKILLS ..... M NO BENEFITS ..... N OTHER (SPECIFY) _____ X	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
727	Now think of a 15-year-old girl who has completed primary school, and has left school. What advantages does this girl have compared to a girl of the same age who never attended primary school? PROBE: Anything else? RECORD ALL MENTIONED.	FIND (BETTER) JOB ..... A PROVIDE SUPPORT TO HOUSEHOLD/PARENTS ..... B CHANCE TO GO TO SECONDARY ..... C LEARN TO READ AND WRITE ..... D LEARN OTHER LANGUAGES ..... E LEARN MATHEMATICS ..... F LEARN VOCATIONAL SKILLS ..... G DEVELOP MORALS/DISCIPLINE ..... H CRITICAL THINKING SKILLS ..... I MAKE A BETTER MARRIAGE ..... J LEARN TO BE A GOOD PARENT ..... K BETTER HYGIENE ..... L SOCIAL INTERACTION SKILLS ..... M NO BENEFITS ..... N OTHER (SPECIFY) _____ X	
728	Now I would like you to think about the disadvantages of schooling. What are the disadvantages of sending a boy to primary school? PROBE: Anything else? RECORD ALL MENTIONED.	EXPENSIVE ..... A LOSE CHILD'S LABOUR ..... B BAD MANNERS ..... C NOT WILLING TO WORK ..... D MIGRATES FROM VILLAGE ..... E NO BENEFITS TO HOUSEHOLD ..... H NO DISADVANTAGES ..... I OTHER (SPECIFY) _____ X	
729	What are the disadvantages of sending a girl to primary school? PROBE: Anything else? RECORD ALL MENTIONED.	EXPENSIVE ..... A LOSE CHILD'S LABOUR ..... B BAD MANNERS ..... C NOT WILLING TO WORK ..... D MIGRATES FROM VILLAGE ..... E LATER MARRIAGE/HARDER TO FIND HUSBAND ..... F CHANCE OF BEING SEDUCED ..... G NO BENEFITS TO HOUSEHOLD ..... H NO DISADVANTAGES ..... I OTHER (SPECIFY) _____ X	
730	Now I would like to learn about how decisions are made in your household. More than one person may be involved in this decision, but who has the final say in your household on whether children attend school?	MOTHER ..... 01 FATHER ..... 02 BOTH PARENTS ..... 03 GUARDIAN(S) ..... 04 CHILD HIMSELF/HERSELF ..... 05 PARENT(S)/GUARDIAN WITH CHILD ..... 06 SOMEONE ELSE (SPECIFY) _____ 96 DECISION NOT MADE ..... 97 DON'T KNOW 98	

SECTION 8: REPRODUCTIVE MATTERS AND HIV/AIDS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
801	From this point on, I would like to ask you some questions about children's reproductive health and their education in these matters. Reproductive matters include conception, family planning, and hygiene. In this community, from whom/where do children get information about reproductive matters? PROBE: From any other sources?	PARENTS/GUARDIANS ..... A BROTHERS/SISTERS ..... B OTHER RELATIVES ..... C FRIENDS ..... D RELIGIOUS LEADERS ..... E TEACHERS ..... F PUPILS ..... G NEWSPAPERS OR MAGAZINES ..... H RADIO ..... I TELEVISION OR MOVIES ..... J HEALTH CENTRE/CLINIC ..... K SCHOOL ..... L OTHER (SPECIFY) _____ X	
802	Do you think primary schools should teach pupils about reproductive matters?	YES ..... 1 NO ..... 2 DON'T KNOW/DEPENDS 8	→ 804
803	In which class of primary school should pupils first be taught about reproductive matters?	PRIMARY 1 ..... 1 PRIMARY 2 ..... 2 PRIMARY 3 ..... 3 PRIMARY 4 ..... 4 PRIMARY 5 ..... 5 PRIMARY 6 6	→ 805
804	Why do you think primary schools should not teach pupils about reproductive matters? PROBE: Any other reasons?	NOT APPROPRIATE TO TEACH IN SCHOOLS ..... A PARENTS' JOB TO TEACH ..... B CHILDREN ARE TOO YOUNG ..... C CLASSES INCLUDE BOYS AND GIRLS, SHOULD BE TAUGHT SEPARATELY ..... D AGAINST RELIGION ..... E ENCOURAGES CHILDREN ..... F OTHER (SPECIFY) _____ X	
805	At what age should boys start learning about reproductive matters?	AGE IN YEARS ..... ☐☐ DON'T KNOW/DEPENDS 98	
806	At what age should girls start learning about reproductive matters?	AGE IN YEARS ..... ☐☐ DON'T KNOW/DEPENDS 98	
807	Now I would like to talk about something else. Have you heard of an illness called HIV/AIDS?	YES ..... 1 NO ..... 2 DON'T KNOW/DEPENDS 8	→ 813
808	Do you think primary schools should teach pupils about HIV/AIDS and its prevention?	YES ..... 1 NO ..... 2 DON'T KNOW/DEPENDS 8	→ 810
809	In which class of primary school should pupils first be taught about HIV/AIDS?	PRIMARY 1 ..... 1 PRIMARY 2 ..... 2 PRIMARY 3 ..... 3 PRIMARY 4 ..... 4 PRIMARY 5 ..... 5 PRIMARY 6 6	→ 811

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
810	Why do you think primary schools should not teach pupils about HIV/AIDS? PROBE: Any other reasons?	NOT APPROPRIATE TO TEACH IN SCHOOLS ..... A PARENTS' JOB TO TEACH ..... B CHILDREN ARE TOO YOUNG ..... C CLASSES INCLUDE BOYS AND GIRLS, SHOULD BE TAUGHT SEPARATELY ..... D AGAINST RELIGION ..... E ENCOURAGES CHILDREN ..... F OTHER (SPECIFY) _____ X	
811	Now I would like to ask you about the effects of HIV/AIDS on children's schooling. In this community, do some children not attend school because their parents or guardians are sick or have died from HIV/AIDS?	YES ..... 1 NO ..... 2 DON'T KNOW 8	
812	Do any children in your family not attend school because someone in the family is sick or has died from HIV/AIDS?	YES ..... 1 NO ..... 2 DON'T KNOW 8	
813	Have you heard of the Family Life and Health Education curriculum taught in schools?	YES ..... 1 NO ..... 2 DON'T KNOW 8	
814	RECORD THE TIME AFTER ALL ELIGIBLE CHILDREN HAVE BEEN COMPLETED.	HOUR ..... ☐☐ MINUTES ..... ☐☐	

815 CHECK 212 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR:

ONE OR MORE ELIGIBLE CHILDREN ATTENDING:

PRIMARY (CODE 1)..... ☐ → 9A

JUNIOR SECONDARY (CODE 2)..... ☐ → 9B

SENIOR SECONDARY (CODE 3)..... ☐ → 9C

NO ELIGIBLE CHILDREN ATTENDING PRIMARY, JUNIOR SECONDARY, OR SENIOR SECONDARY SCHOOL (CODES 0 OR 4)

☐ → END OF INTER-VIEW

SECTION 9A: PRIMARY SCHOOL SCHEDULE

TOTAL NO. OF PRIMARY SCHOOLS ☐☐

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING PRIMARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(901)	(902)	(903)	(904)	(905)	(906)
01		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
02		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
03		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
04		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 9A: PRIMARY SCHOOL SCHEDULE (CONTINUED)

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING PRIMARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(901)	(902)	(903)	(904)	(905)	(906)
05		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
06		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
07		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
08		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 9B: JUNIOR SECONDARY SCHOOL SCHEDULE

TOTAL NO. OF JUNIOR SECONDARY SCHOOLS ☐☐

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING JUNIOR SECONDARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(907)	(908)	(909)	(910)	(911)	(912)
01		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
02		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
03		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
04		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 9B: JUNIOR SECONDARY SCHOOL SCHEDULE (CONTINUED)

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING JUNIOR SECONDARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(907)	(908)	(909)	(910)	(911)	(912)
05		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
06		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
07		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
08		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 9C: SENIOR SECONDARY SCHOOL SCHEDULE

TOTAL NO. OF SENIOR SECONDARY SCHOOLS ☐☐

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING SENIOR SECONDARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(913)	(914)	(915)	(916)	(917)	(918)
01		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
02		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
03		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
04		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 9C: SENIOR SECONDARY SCHOOL SCHEDULE (CONTINUED)

SERIAL NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	CLOSEST SCHOOL	VILLAGE/ PLACE NAME	SCHOOL CHOICE	PROBLEMS WITH QUALITY
	CHECK 212 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING SENIOR SECONDARY SCHOOL, COPY SCHOOL NAME FROM 214. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government or private school?	Is (NAME OF SCHOOL) the closest school to your household?	In which village or place is (NAME OF SCHOOL) located?	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	In your opinion, please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: 1. School administration. 2. Teacher performance. 3. Teacher attendance. 4. Pupils' performance. 5. Pupils' safety at school. 6. Availability of toilets and water supply. 7. Physical condition of the classroom. 8. Classroom overcrowding.
(1)	(913)	(914)	(915)	(916)	(917)	(918)
05		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
06		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
07		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8
08		GOVT....1 PRIV.....2	YES ..... 1 NO ..... 2 DON'T KNOW..... 8	_____ _____ _____	1 2 3 4 5 6 _____ (SPECIFY)	BIG SMALL NO DK 1. ..... 1 ..... 2 ..... 3 ..... 8 2. ..... 1 ..... 2 ..... 3 ..... 8 3. ..... 1 ..... 2 ..... 3 ..... 8 4. ..... 1 ..... 2 ..... 3 ..... 8 5. ..... 1 ..... 2 ..... 3 ..... 8 6. ..... 1 ..... 2 ..... 3 ..... 8 7. ..... 1 ..... 2 ..... 3 ..... 8 8. ..... 1 ..... 2 ..... 3 8

SECTION 10: INTERVIEWER'S OBSERVATIONS

TO BE COMPLETED AFTER COMPLETING ALL INTERVIEWS FOR THE HOUSEHOLD

1. IS THIS A MULTI-FAMILY HOUSEHOLD?

   YES 1
   NO 2

2. WAS THE INTERVIEW CONDUCTED IN PRIVATE?

   YES ..... 1 → 4
   NO 2

3. WHO WAS PRESENT WHILE THE INTERVIEW WAS BEING CONDUCTED? CODE ALL THAT APPLY.

   MOTHER 1
   FATHER 2
   STEP/FOSTER PARENT 3
   GRANDMOTHER/GRANDFATHER 4
   SISTER/BROTHER 5
   AUNT/UNCLE 6
   SISTER/BROTHER-IN-LAW 7
   OTHER RELATIVE 8
   NON-RELATIVE 9
   CHILD 10
   NONE 11

4. WAS THE INTERVIEW CONDUCTED INSIDE OR OUTSIDE THE HOME?

   INSIDE THE HOME 1
   OUTSIDE THE HOME 2

5. WHO ASSISTED THE PARENT IN COMPLETING THE INTERVIEW? CODE ALL THAT APPLY.

   MOTHER 1
   FATHER 2
   STEP/FOSTER PARENT 3
   GRANDMOTHER/GRANDFATHER 4
   SISTER/BROTHER 5
   AUNT/UNCLE 6
   SISTER/BROTHER-IN-LAW 7
   OTHER RELATIVE 8
   NON-RELATIVE 9
   CHILD 10
   NONE 11

6. DID THE PARENT WANT TO REVIEW THE QUESTIONNAIRE?

   YES 1
   NO 2

7. HOW WILLING WAS THE PARENT TO PARTICIPATE IN THE SURVEY?

   WILLING 1
   SOMEWHAT WILLING 2
   UNWILLING 3

8. IN GENERAL, WAS THE PARENT'S UNDERSTANDING OF THE SURVEY QUESTIONS GOOD, FAIR OR POOR?

   GOOD 1
   FAIR 2
   POOR 3

9. WAS THE CHILD'S(REN'S) SCHOOL OFFICIALLY CLOSED FOR SUMMER BREAK?

   YES 1
   NO 2

10. DID THE PARENT KNOW THE AGE OF THE CHILD(REN)?

    YES 1
    NO 2

COMMENTS ON SPECIFIC QUESTIONS

ANY OTHER COMMENTS

SUPERVISOR'S OBSERVATIONS

NAME OF THE SUPERVISOR: _____

DATE:_____

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